



Leen Mills Primary Skills Progression Framework

The intent of our framework is to ensure our curriculum remains creative, engaging and challenging for all our pupils. The nine key areas of coverage ensure skills are both progressive and comprehensive.



<p>1. Image Everyone Can Create: Photography Everyone Can Create: Drawing</p> <p>This strand teaches photography and digital image skills. How to capture, edit and use photographs. How to design and create digital images, edit and use them.</p>	<p>2. Film Everyone Can Create: Video</p> <p>This strand teaches film skills. How to capture film, edit and use film effectively. Children are also taught how to present information using video and camera for a specific target audience.</p>	<p>3. Sound Everyone Can Create: Music</p> <p>This stand teaches sound and audio skills. Part of this strand progresses music and instrument skills, sound layering and sound effects. Part of this strand progresses voice recording skills and narrating for film making.</p>
<p>4. Saving and Retrieving Google Docs & cloud-based sharing</p> <p>Children will be taught how to start a new project, save it and retrieve it. Over the key stages, children will learn how to save versions of the work and organise their digital life with a focus on cloud based sharing platforms.</p>	<p>5. Typing and Mouse Skills</p> <p>Typing and mouse skills will be introduced in Foundation. By the end of Year 6, a desirable outcome would be for children to touch type. This will increase the speed at which they work on presentations.</p>	<p>6. Research</p> <p>This strand teaches searching the internet, browsing website and evaluating online information for safety and reliability.</p>
<p>7. Presenting Everyone Can Create: Drawing</p> <p>ICT is an effective way of organising and presenting findings or messages to an audience. Over the years, children need to refine their presentation skills to ensure their message is communicated appropriately.</p> <p>When presenting work, children are bringing together their skills using images, film, sound. They will apply their typing and mouse skills, save/retrieve their projects. Presenting work shows what children have researched.</p> <p>Presenting digital work can come in the form of: Posters, Reports/Documents/Articles, Slide show.</p> <p>Children should have the opportunity to apply their image, film, sound, typing and research skills in these different forms of presentation.</p>	<p>8. Evaluating</p> <p>After presenting work, children need to evaluate their use of technology in communicating their findings or messages to an audience.</p> <p>In this strand children will decide if their skills have been used appropriately and effectively.</p>	<p>9. Data Pages & Numbers Everyone Can Create: Drawing</p> <p>This strand teaches children how to use spreadsheets and tables to aid their calculations, models and investigations in science and maths. Children learn how to input data and present it as graphs or charts. They will use their graphs and charts to answer questions and support their argument/opinion.</p>



Primary Programming Progression Framework

Key Concepts, Skills and Approaches to Programming

These are the over-riding themes and approaches that under-pin all programming.

(Non-negotiable- all classrooms is KS2 to display key language and vocabulary via Barefoot CAS poster: <https://www.barefootcomputing.org/primary-computing-resources>)

<p style="text-align: center;">LOGICAL REASONING Predicting and analysing</p> <p>If you set up two computers in the same way, give them the same instructions (the program) and the same input, you can pretty much guarantee the same output. This means that they are predictable. Because of this we can use logical reasoning to work out why something happens. Part of logical reasoning is the ability to use existing knowledge to make reliable predictions about future behaviour of a system.</p>	<p style="text-align: center;">PATTERN SPOTTING Spotting and using similarities</p> <p>Patterns are everywhere, for example, we use weather patterns to create weather forecasts. By identifying patterns we can make predictions, create rules and solve more general problems. Children need to be able to identify repeating patterns in a list of commands to understand how this could be made more efficient using a repeat loop.</p>	<p style="text-align: center;">DECOMPOSITION Breaking down into parts</p> <p>The process of breaking down a problem into smaller manageable parts is known as decomposition. Decomposition helps us solve complex problems and manage large projects.</p>
<p style="text-align: center;">DEBUGGING Finding and fixing errors</p> <p>Errors in algorithms and code are called ‘bugs’, and the process of finding and fixing these is called ‘debugging’. Getting pupils to take responsibility for thinking through their algorithms and code, to identify and fix errors is an important part of learning to think and work like a programmer.</p> <ol style="list-style-type: none"> 1. Predict what should happen. 2. Test -find out -exactly what happens when a program is run 3. Work out where something has gone wrong. 4. Fix it. 	<p style="text-align: center;">EVALUATING Making judgements</p> <p>Evaluation is about making judgements, in an objective and systematic way where possible. Children need to evaluate the effectiveness of their programs in solving a specific task. Pupils should be encouraged to reflect on the quality of the work that they produce – is it fit for purpose?</p>	<p style="text-align: center;">TINKERING</p> <p>We want to develop in children a willingness to experiment and explore a new app or new software. Children should be encouraged to ‘play’ with a new piece of software, sharing what they discover about it to one another, rather than always coming to the teacher for the answers. Pupils can explore how to use others’ code as a starting point for their own programming projects. Tinkering should help develop independence and perseverance when working with technology.</p>

	Foundation	Year1	Year 2	Year3	Year4	Year5	Year 6
<p>Images Everyone Can Create: Photography & Drawing</p>	<p>F1</p> <ul style="list-style-type: none"> Take a photograph using a tablet/camera <p>F2</p> <ul style="list-style-type: none"> Take a photograph using a tablet and using in an app OR Take a photograph on a camera to use print it to cut/stick for a purpose Use a painting program to explore paint tools and brushes 	<ul style="list-style-type: none"> Edit a photo with simple tools eg: drawing on top of it, adding stickers. Use a painting program to create a digital image (change colour/size of pen) 	<ul style="list-style-type: none"> Use more advanced tools to edit photos eg: crop, add filters. Select and use appropriate tools to create digital image (control the pen and then flood fill the shape). 	<ul style="list-style-type: none"> Create a digital image using a variety of brush types, pen tools and effects. 	<ul style="list-style-type: none"> Enhance digital images and photographs using crop, brightness, contrast & resize tools. 	<ul style="list-style-type: none"> Take a digital photo using appropriate camera settings (macro/ sport mode) Enhance digital images and photographs using crop, brightness, contrast & resize tools Remove backgrounds from photographs/images (Instant Alpha on Keynote & Pages on iPad). use shapes to create images or logos. (Discuss photoshoping in the media/ celeb photos and body image) 	<ul style="list-style-type: none"> Edit picture to remove items, add new backgrounds, and merge 2 photos. (Discuss photoshoping in the media- fake news/ celeb photos and body image) Use a 3D graphic drawing program to create a realistic representation of real world objects.
<p>Possible resources</p>	<ul style="list-style-type: none"> Doodle Buddy Photobooth Everyone Can Create Photography: Project 1 Activity 1 & 2 Digital camera MS paint 2 Paint a picture 	<ul style="list-style-type: none"> Skitch Doodle buddy Notes App draw and tell photobooth Everyone Can Create Photography: Project 1, 2 Everyone Can Create Drawing: Emoji Activity 2 simple photo 	<ul style="list-style-type: none"> Pigment Notes App Drawing desk Photos Everyone Can Create Drawing: Lines and Patterns activity Everyone Can Create Photography: Portrait project http://kids.tate.org.uk/games/paint/ 	<ul style="list-style-type: none"> Notes App Photos app (tap edit on the photo) Everyone Can Create Photography: 3 Scenes, 4 Action, 7 Publishing Everyone Can Create Drawing: Projects 1, 2, 5. Paint.net 2paint 	<ul style="list-style-type: none"> Photos app (tap edit on the photo) Skitch Everyone Can Create Photography: 3 Scenes, 4 Action, 7 Publishing Everyone Can Create Drawing: Project 8 https://pixlr.com/express/ PPT 	<ul style="list-style-type: none"> Photos app (tap edit on the photo) Skitch Everyone Can Create Photography: 5 Collages, 7 Publishing Everyone Can Create Drawing: 8, 9, 10 https://pixlr.com Sketch up https://pixlr.com/express/ https://pixlr.com/editor/ 	<ul style="list-style-type: none"> Photos app (tap edit on the photo) Everyone Can Create Photography: 6, 7 Everyone Can Create Drawing: 3 – 9 Sketch up https://pixlr.com/express/ https://pixlr.com/editor/
<p>Film Everyone Can Create: Video</p>	<p>F1</p> <ul style="list-style-type: none"> Record short film using tablet/camera <p>F2</p> <ul style="list-style-type: none"> Record and play a film (small world play films) Watch films back on tablet/digital camera 	<ul style="list-style-type: none"> Create a stop frame animation using app/software 	<ul style="list-style-type: none"> Film a short film Use tools to add effects to video footage Use green screen techniques (with support) 	<ul style="list-style-type: none"> Sequence clips onto a timeline. Begin to add titles and transitions. Cut/Trim video Use green screen techniques (with support) 	<ul style="list-style-type: none"> Add music and sound effects Add titles and transitions Use an animation app to record a movie (such as puppet pals, stopmotion) Use green screen techniques (with support) Create a stop frame animation 	<ul style="list-style-type: none"> Edit clips Film with a buffer either side of the video clip Adjust timings Use green screen if appropriate Use an animation app to record a movie (such as puppet pals) 	<ul style="list-style-type: none"> Create a video using appropriate tools and techniques to create an atmosphere/ mood (eg. Road safety WWII silent movie) Use green screen if appropriate
<p>Possible resources</p>	<ul style="list-style-type: none"> iPlayer CBBC Camera App Kidi camera 	<ul style="list-style-type: none"> Puppet Pals StopMotion Clips Everyone Can Create Video: 1 Your First Movie Activity 1 2 Animate 	<ul style="list-style-type: none"> iMovie (single take with effects) Clips greenscreen (doInk) Everyone Can Create Video: 1 Your First Movie Activity 2 2 animate 	<ul style="list-style-type: none"> iMovie Clips Puppet pals greenscreen (DoInk) Everyone Can Create Video: 1 Your First Video – all activities, 3 Animatics 2 animate 	<ul style="list-style-type: none"> iMovie Clips Puppet pals greenscreen (DoInk) StopMotion Everyone Can Create Video:4 Tutorials 2animate 	<ul style="list-style-type: none"> iMovie Clips Greenscreen (DoInk or iMovie) Puppet pals StopMotion Everyone Can Create Video: 5 Documentaries, 6 Mobile Reports Windows Movie Maker 	<ul style="list-style-type: none"> iMovie Clips GreenScreen (DoInk) StopMotion Everyone Can Create Video: All Chapters Windows Movie Maker

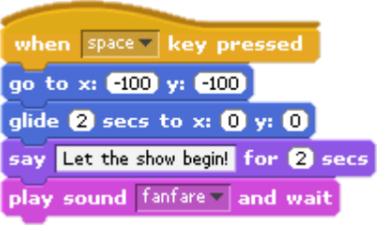


	Foundation	Year1	Year 2	Year3	Year4	Year5	Year 6
Sound Everyone Can Create: Music	F1 <ul style="list-style-type: none"> Record sounds with different resources (eg: talking tins, talking postcards, voice record software). Use plastic 'echo' mics to hear voice differently. Find ways to change your voice in the environment (shouting down a tunnel, talking in a tube, using tin-can string telephones) F2 <ul style="list-style-type: none"> Record sounds/voices in story telling/ explanations 	<ul style="list-style-type: none"> Create a sequence of sounds (instruments, music software) Experiment with long and short sounds 	<ul style="list-style-type: none"> Create a musical composition with music software (see music curriculum) 	<ul style="list-style-type: none"> Create and edit purposeful compositions using music software (eg create a mood or in a certain style) 	<ul style="list-style-type: none"> Edit sound and effects for a purpose (eg. to use in a coding project.) 	<ul style="list-style-type: none"> Add a voice over to a film and edit sound clips (volume, pitch, effects, fade) Use images to create GIF animations and short videos via Keynote export 	
Possible resources	 <ul style="list-style-type: none"> Toca band  <ul style="list-style-type: none"> Plastic echo mics Talking tins Easi-speak 	 <ul style="list-style-type: none"> Sketch-a-song Explore LiveLoops in GarageBand and play with Smart Instruments  <ul style="list-style-type: none"> 2sequence 	 <ul style="list-style-type: none"> Sketch-a-song  <ul style="list-style-type: none"> 2 sequence 2 compose 	 <ul style="list-style-type: none"> Garage band Everyone Can Create Music: 5 Writing and Recording Lyrics (but use to make Podcasts)  <ul style="list-style-type: none"> www.findsounds.com Audacity 2 compose 	 <ul style="list-style-type: none"> Garageband Everyone Can Create Music: 5 Writing and Recording Lyrics (but use to make Podcasts)  <ul style="list-style-type: none"> Easi-speak + scratch Scratch sound effects Audacity 2 compose 	 <ul style="list-style-type: none"> iMovie Garage band Popplet (mindmap music ideas) Everyone Can Create: Music – all chapters Everyone Can Create: Video – chapter 7 voiceovers on iMovie films/trailers  <ul style="list-style-type: none"> Audacity 2compose 2connect (mindmap music ideas) 	
Presenting (Bringing sound, image, film together for an audience)	F1 <ul style="list-style-type: none"> Display children's photographs. Children talk about film/photo work F2 <ul style="list-style-type: none"> Display children's photographs. Children talk about film/photo work Make a class/group multimodal text with photos and sound Explore a talking book 	<ul style="list-style-type: none"> Use a word bank Change text, font, size and colour tools Move images in to correct places on app/software 	<ul style="list-style-type: none"> Edit text including changing the appearance, positioning of text to suit a purpose (eg poster). Move/Resize images in to correct places on app/software 	<ul style="list-style-type: none"> Add borders and other effects (shadow/ glow) to digital images. Use cut, paste and delete to organise and reorganise text on screen Experiment with font sizes and effects (bold, underline, wordart) for different audiences & purposes Use a spell check. 	<ul style="list-style-type: none"> Combine digital images from different sources, images and text to make a final image. Use cut, paste and delete to organise and reorganise text on screen to suit a purpose (eg Presentation, poster, newspaper article) Use font sizes and effects appropriately for audience & purpose Use a spell check and thesaurus. 	<ul style="list-style-type: none"> Edit and import sounds and voice (eg powerpoint, e-book) Organise and reorganise text on screen to suit a purpose (eg PPT, poster, newspaper article). Create a non-linear, multimedia text with hyperlinking (eg WWII PPT/ sway with links to different pages) 	<ul style="list-style-type: none"> Format text to suit a purpose (tab, justify, bullet points) Choose the most suitable applications and devices to communicate to a specific audience
Possible resources	 <ul style="list-style-type: none"> Pic Collage iBooks Book Creator  <ul style="list-style-type: none"> 	 <ul style="list-style-type: none"> Book creator Keynote popplet  <ul style="list-style-type: none"> 2 create a story 2animate powerpoint 2 publish 	 <ul style="list-style-type: none"> Book creator Skitch popplet – mindmap  <ul style="list-style-type: none"> word 2 connect 	 <ul style="list-style-type: none"> Book creator Skitch, popplet to mindmap Keynote, Pages  <ul style="list-style-type: none"> Word 2 create a story 	 <ul style="list-style-type: none"> Sway, keynote Book creator pages, Popplet to mindmap Everyone Can Create: Drawing Chapters 3 + 4  <ul style="list-style-type: none"> Sway, publisher, PowerPoint Flamingtext.com 	 <ul style="list-style-type: none"> Keynote Book creator Pages Everyone Can Create: Drawing 8 9 10  <ul style="list-style-type: none"> Popplet to mindmap Powerpoint, Sway 	 <ul style="list-style-type: none"> Sway, Book creator Keynote, Popplet Pages Everyone Can Create: Drawing 10  <ul style="list-style-type: none"> PowerPoint, publisher , Prezi
Evaluating	<ul style="list-style-type: none"> Say what software to use for a task Talk about own digital work (share photographs from a school trip or holiday to recall a past event) 	<ul style="list-style-type: none"> Know when to print your work – is it all finished? "Does it look right on paper?" Have you used the right colours when you've printed? Are the fonts/images in the correct places when printed? 	<ul style="list-style-type: none"> Save work as version 1 and adapt for version 2 before printing "Does it look right on screen?" Adapt colours/fonts/sizes of images before printing version 2 	<ul style="list-style-type: none"> Check work is finished and has name on before printing Check colours and fonts and images are appropriate to task 	<ul style="list-style-type: none"> Plan and keep to a specific style or look for their work- are the fonts, colours, layout appropriate and effective for the content and audience (eg. Don't use rainbow colours in a PPT about the Holocaust, don't use yellow text on white in a poster as it's hard to read) 	<ul style="list-style-type: none"> As year 4 but over a wider range of tasks, topics and audiences. 	<ul style="list-style-type: none"> Evaluate another's presentation on the basis of content and appropriate style. Refine the quality of presentations as a result of peer review.

	Foundation	Year1	Year 2	Year3	Year4	Year5	Year 6
Research	<p>F1 (teacher modelling)</p> <ul style="list-style-type: none"> Look at age appropriate websites to support a topic Use an electronic book instead of a printed book <p>F2</p> <ul style="list-style-type: none"> Use map software to look at satellite and street view images of a place as a class/group 	<ul style="list-style-type: none"> Search the internet for images to talk about to answer a question in topic (scroll through google images, look at a gallery of images online) "What do the images tell us? "What was the great fire of London like?" Independently use a website or interactive text. 	<ul style="list-style-type: none"> Search the internet for information to read. Answer a question set in topic. Eg "What happened during the great fire of London?" 	<ul style="list-style-type: none"> Locate a webpage using a URL.(web address) Find and save appropriate images/ text from the internet in their work 	<ul style="list-style-type: none"> Skim and scan search engine results and look at their web address to evaluate usefulness. Copy notes on a topic from the internet 	<ul style="list-style-type: none"> Use advanced search techniques, eg. Image size/ type key words. Eg Google image search tools 	<ul style="list-style-type: none"> Explore and generate digital links (For example QR codes) http://www.qr-code-generator.com/
	 <ul style="list-style-type: none"> google earth 	 <ul style="list-style-type: none"> mic to dictate qu's into search engine 	 <ul style="list-style-type: none"> mic to dictate qu's into search engine 	 <ul style="list-style-type: none"> mic to dictate qu's into search engine 	 <ul style="list-style-type: none"> search engines 	 <ul style="list-style-type: none"> search engines 	 <ul style="list-style-type: none"> search engines
Data Everyone Can Create: Drawing	<ul style="list-style-type: none"> Use pictograms/ charts as part of lessons with the children 	<ul style="list-style-type: none"> Use pictograms/ charts as part of lessons with the children 	<ul style="list-style-type: none"> Enter data in to a pictogram and use it find answers to simple questions (linked to maths curriculum) Type data in to a table 	<ul style="list-style-type: none"> Use a database to: <ul style="list-style-type: none"> generate bar charts and interpret data. answer simple questions by sorting a field. answer simple questions by using search criteria. Add a record to a file in a computer database. 	<ul style="list-style-type: none"> Use online databases to search for information (eg. Online holiday listings, online shopping) 	<ul style="list-style-type: none"> Use graphs to provide supporting evidence for their conclusions about relationships (including data logging results). Work with a pre-made spreadsheet. Understand how spreadsheet can help to solve problems, make decisions, plan for different options and try things out to answer 'what if' questions (eg. Party planning- what if we change the food...) Use 'SUM'. 	<ul style="list-style-type: none"> Drag-copy formulae to create tables of results. Create graphs from spreadsheets. Enter data and formulae into cells, modify the data, make predictions of changes and check results. Create and use a spreadsheet to produce costings that are within budget. Use 'SUM'.
Possible resources	 <ul style="list-style-type: none"> PicCollage Sketches school  <ul style="list-style-type: none"> 	 <ul style="list-style-type: none"> Sketches school PicCollage  <ul style="list-style-type: none"> 	 <ul style="list-style-type: none"> PicCollage Sketches school  <ul style="list-style-type: none"> 	 <ul style="list-style-type: none"> PicCollage Sketches school textease  <ul style="list-style-type: none"> 	 <ul style="list-style-type: none"> Sketches school PicCollage  <ul style="list-style-type: none"> textease 	 <ul style="list-style-type: none"> Decibel meter Everyone Can Create: Drawing 9  <ul style="list-style-type: none"> Data logger/ Logit Word/ Excel 2connect 	 <ul style="list-style-type: none"> Numbers Everyone Can Create: Drawing 9  <ul style="list-style-type: none"> Excel Word
Typing & Mouse Skills	<p>F1</p> <ul style="list-style-type: none"> Play on a touch screen game/board Use a keyboard/mouse/trackpad for fun, even in role play pretend computers. <p>F2</p> <ul style="list-style-type: none"> Type own name Enter single letters on a keyboard Use a mouse/track pad on a computer 	<ul style="list-style-type: none"> Use space bar to make spaces between words Use backspace to delete letters/words Make a new line with enter key 	<ul style="list-style-type: none"> Use space bar only once between words Use cursor/touch to find the letter/word to delete with backspace Copy/Paste text and images by using the icons in the software Use caps lock for a capital 	<ul style="list-style-type: none"> Use index fingers on keyboard: they sit on the home keys (f/j) from there use Thumbs for pressing the space bar. Use Left fingers for a s d f g Use right fingers for h j k l Use enter key for new line. Use shift key for a capital. 	<ul style="list-style-type: none"> Touch type with increasing speed by using fingers to reach from top line keys, resting index fingers on home keys (f/j) Work with 2 windows snapped to the sides of the screen when finding information Use keyboard shortcuts for cut, paste and delete 	<ul style="list-style-type: none"> Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys. Use keyboard shortcuts for cut, paste and delete 	<ul style="list-style-type: none"> Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys.
Possible resources	 <ul style="list-style-type: none"> Book creator beebot  <ul style="list-style-type: none"> Tux type Primary games website 	 <ul style="list-style-type: none"> Book creator  <ul style="list-style-type: none"> tux type 	 <ul style="list-style-type: none"> book creator Pages  <ul style="list-style-type: none"> Dancemat (BBC) Typingclub.com 2 type Tux type 	 <ul style="list-style-type: none"> book creator pages  <ul style="list-style-type: none"> Dancemat (BBC) Typingclub.com 2 type Tux type 	 <ul style="list-style-type: none"> https://touchfire.com/typingtutor/ Pages  <ul style="list-style-type: none"> Dancemat (BBC) Typingclub.com 2 type Tux type 	 <ul style="list-style-type: none"> https://touchfire.com/typingtutor/ Pages  <ul style="list-style-type: none"> Dancemat (BBC) Typingclub.com 2 type Tux type 	 <ul style="list-style-type: none"> https://touchfire.com/typingtutor/ Pages  <ul style="list-style-type: none"> Dancemat (BBC) Typingclub.com 2 type Tux type
Saving and retrieving	<p>F1</p> <ul style="list-style-type: none"> How to close a program/game How to open a game from icon/link <p>F2</p> <ul style="list-style-type: none"> Recognise save icon Use new page icon Make choices from a range of software/apps 	<ul style="list-style-type: none"> Save work within the program (such as within login) Open specific software on device Purple Mash saved files (open and save) 	<ul style="list-style-type: none"> Save work on the school network (overwrite previous versions). Open a file on the school network Purple Mash accounts SeeSaw pupil profile 	<ul style="list-style-type: none"> Save work on the school network, renaming different versions (File_Name V1, File_Name V2, File_Name V3) Purple Mash accounts SeeSaw pupil profile 	<ul style="list-style-type: none"> Independently navigate the network and folders confidently and save consistently. Search files and folders, sort by date Search windows explorer for a file name or date save to camera roll and transfer to computer save on server (different version number each save) Save to OneDrive 	<ul style="list-style-type: none"> save to camera roll and transfer to computer save on server (different version number each save) Save to OneDrive 	<ul style="list-style-type: none"> save to camera roll and transfer to computer save on server (different version number each save) Save to OneDrive

Key vocabulary to be displayed in classrooms from the CAS Barefoot teacher pack (vocab posters)

A Glossary of Specific Programming Concepts

Concept	Explanation	Example
sequence	To create a program in Scratch, you need to think systematically about the order of steps.	
iteration (looping)	forever and repeat can be used for iteration (repeating a series of instructions)	
conditional statements	if and if-else check for a condition.	
variables	The Variables category allows you to create a new variable and use it in a program. Scratch supports both global and object-specific variables.	
threads (parallel execution)	Launching two stacks at the same time creates two independent threads that execute in parallel.	

synchronization	broadcast can coordinate the actions of multiple sprites.	<p>For example, Sprite1 sends the message winner when condition is met:</p> <pre>wait until score > 100 broadcast winner</pre> <p>This script in Sprite2 is triggered when the message is received:</p> <pre>when I receive winner play sound cheer say You won the game!</pre>
real-time interaction	mouse_x , mouse_y , and loudness can be used as dynamic input for real-time interaction	<pre>forever set size to loudness * 4 % wait 0.01 secs</pre>
boolean logic	and , or , not are examples of boolean logic.	<pre>when space key pressed if touching color ? and x position > 200 play sound music1 change score by 1</pre>
random numbers	The pick random block selects random integers within a given range.	<pre>set x to pick random -100 to 100</pre>
event handling	when key pressed and when sprite clicked are examples of event handling – responding to events triggered by the user or another part of the program	<pre>when left arrow key pressed point in direction -90 move 10 steps</pre>
user interface design	You can design interactive user interfaces in Scratch – for example, using clickable sprites to create buttons.	<pre>when Sprite1 clicked change brightness effect by 25 play drum 48 for 0.25 secs change brightness effect by -25</pre>

