Whole School Computing Progression Framework

The intent of our framework is to ensure our curriculum remains creative, engaging and cross-curricular. Coverage includes:

***1. Skills** (Creating and Communicating)*

***2. Programming** (Coding and Computational Thinking.*

3 Online Safety.

Evidence and monitoring:

We use SeeSaw to upload, mark and evaluate computing lessons. Pupils are able to showcase and share their progress with parents who can also add comments and praise. Teachers and pupils are able to communicate using audio, video and text to respond to marking and feedback.

Skills: Creating and Communicating Overview

1.Image
Everyone Can Create: Photography
Everyone Can Create: Drawing

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.

2. Film
Everyone Can Create: Video

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.

3.Sound
Everyone Can Create: Music

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.

4.Saving and Retrieving

We use cloud-based sharing via SeeSaw, Purple Mash & MS Teams
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.

5.Typing Skills

Typing and navigation 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.

6.Research

This strand teaches searching the internet, browsing website and evaluating online information for safety and reliability.

7.Presenting
Everyone Can Create: Drawing

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.

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.
Presenting digital work can come in the form of:
Posters, Reports/Documents/Articles, Slide show.
Children should have the opportunity to apply their image, film, sound, typing and research skills in these different forms of presentation.

8.Evaluating & Sharing

After presenting work, children need to evaluate their use of technology in communicating their findings or messages to an audience.

In this strand children will decide if their skills have been used appropriately and effectively.

Pupils are encouraged to share their work with the wider school community via Class Dojo, SeeSaw and the school social media.

9.Data
Everyone Can Create: Drawing

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.

10. Computer Systems and Networks
Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.

2. Programming and Computational Thinking: key Concepts

We follow the Rodocodo scheme of work to ensure that skills are progressively built upon every year.

Non-negotiable- all classrooms is KS2 to display **key language and vocabulary** via Barefoot CAS poster and our Rodocodo posters

LOGICAL REASONING **Predicting and analysing**	**PATTERN SPOTTING** **Spotting and using similarities**	**DECOMPOSITION** **Breaking down into parts**
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.	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.	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.
DEBUGGING **Finding and fixing errors**	**EVALUATING** **Making judgements**	**TINKERING**
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. 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.	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?	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. Children demonstrate their mastery of programming with physical infrastructure such as Beebots, Lego Wedo 2.0 and Drones.

Computing & E-safety Overview

Lesson resources and plans: 1. Rodocodo 2. Teach Computing Skills 3. PurpleMash 4. E-safety Evidence: Seesaw

Term	EYFS Scheme	Year 1 Key vocabulary	Year 2 Key vocabulary	Year 3 Key vocabulary	Year 4 Key vocabulary	Year 5 Key vocabulary	Year 6 Key vocabulary
Autumn 1 SHARP Enrichment: Create for Equality Black History Month October	**Skills- Images**: An Introduction to Purple Mash on iPads. Mini Mash. **Communication and language**. Being imaginative: Arts and Design. **ESafety**: Key Text: Read PenguinPig and discuss. ***Understanding the world**: I can remember and talk about significant events in my own experience.*	**Skills- Images**: An Introduction to iPad and SeeSaw (how to upload work onto their journal) **Skills- Unit 1.1 Purple Mash** Online safety and exploring Purple Mash.	**Skills- Information Technology** **Computing Systems and Networks** (Evidencing work: Introduction to SeeSaw) **ESafety**: SMART code	**Skills-Information Technology IT Computer Systems and Networks** **ESafety**: Be Internet Legends **Be Sharp – Think before you share** **Apps:** Pages Apple Clips Tayasui Sketches School	**Skills- Information Technology- Computer Systems and Networks** **ESafety**: Be Internet Legends **Be Sharp – Think before you share** **Apps:** Pages GarageBand Tayasui Sketches School	**Skills- Information Technology- Computer Systems and Networks** **ESafety**: Be Internet Legends **Be Sharp – Think before you share** **Apps:** Pages GarageBand Tayasui Sketches School	**Skills- Information Technology- Computer Systems and Networks** **ESafety**: Be Internet Legends **Be Sharp – Think before you share** **Apps:** Apple Clips Tayasui Sketches School Voice Note Keynote
Autumn 2 ALERT Enrichment: Create for Climate Change	**Skills- Images**: Purple Mash. Mini Mash. **Communication and language**. Listening and attention: Purple mash **ESafety**: Read MonkeyCow and discuss. Use online template to create their own.	**Programming**: Rodocodo 1. Introduction- Movement 2. Sequencing- Rotation **ESafety**: Smartie the Penguin Key text: Once upon a time online.	**Programming**: Rodocodo 1. Sequence-Mastering 2. Debugging- Buggy Code **ESafety**: . Adventures of Kara and SMART Crew.	**Programming**: Rodocodo 1. Sequence-Mastering 2. Debugging- Buggy Code 3. Loops-Mastering Basic Loops 4. Functions –Practice Functions **ESafety**: Internet legends. Alert.- Check it's for Real Activity 1. **Apps:** Pages Tayasui Sketches School	**Programming**: Rodocodo 1. Sequence-Mastering 2. Debugging- Buggy Code 3. Loops-Mastering Basic Loops 4. Functions –Practice Functions **ESafety**: Internet legends. Alert.- Check it's for Real Activity 1. **Apps:** Pages Tayasui Sketches School	**Programming**: Rodocodo 1. Sequence-Mastering 2. Debugging- Buggy Code 3. Loops-Mastering Basic Loops 4. Functions –Practice Functions **ESafety**: Internet legends. Alert.- Check it's for Real Activity 1. **Apps:** Pages GarageBand	**Programming**: Rodocodo 1. Sequence-Mastering 2. Debugging- Buggy Code 3. Loops-Mastering Basic Loops 4. Functions –Practice Functions **ESafety**: Internet legends. Alert.- Check it's for Real Activity 1. **Apps:** Pages GarageBand

Spring 1 ALERT] Enrichment: National Wildlife Day February 22nd Create for Wildlife	**Skills- Understanding the world**: People and communities, technology and the world. Purple Mash. Mini Mash. **Esafety**: Key Text: Websters' friend. Safer Internet Day Activities	**Skills: Purple Mash. Unit 1.2 Grouping and sorting** **ESafety**: Smartie the Penguin Key text: Once upon a time online. Safer Internet Day Activities	**Skills- Images**: Everyone can create: Drawing Unit 1 Word Art Apps: Sketches School **ESafety**: Adventures of Kara and SMART Crew Safer Internet Day Activities	**Skills- Images**: Everyone can create: Drawing. Observational sketching. Unit 6 Still life composition. Apps: Sketches School Keynote Safer Internet Day Activities & SMART code	**Skills- Images**: Everyone can create: Drawing. Unit 3 Observational sketching. Unit 5 portraits. Apps: Sketches School Keynote Safer Internet Day Activities & SMART code	**Skills- Images**:Everyone can create: Drawing. Unit 4 landscapes design. Apps: Sketches School Keynote Safer Internet Day Activities & SMART code	**Skills- Images**: Everyone can create: Drawing.. Architectural design. Unit 7 Apps: Sketches School Keynote Notes Safer Internet Day Activities & SMART code
Spring 2 SECURE Enrichment: Earth Day April 22nd Create for Earth Day	**Skills- Literacy reading and writing**: Purple mash units. Maths City. **Understanding the world:** ESafety: Key text: Chicken Clicking	**Programming**: Rodocodo 3. Sequencing- Pick up 4. Debugging- Buggy Code **ESafety**: Key text: Digiduck	**Programming**: Rodocodo 3. Loops -Movement 4. Functions- Learn Functions **ESafety**: Hectors World.	**Programming**: Rodocodo 5. Loops- Spotting Patterns 6. Debugging- Fixing Bugs 7. Functions -Creating Functions **ESafety**: **Be Secure** – Protect your personal information. **Apps:** Camera & Mark up tool Pages Audio Note	**Programming**: Rodocodo 5. Loops –Spotting Patterns 6. Debugging- Fixing Bugs 7. Functions-Creating Functions **ESafety**: **Be Secure** – Protect your personal information. **Apps:** Camera & Mark up tool Pages Apple Clips	**Programming**: Rodocodo 5. Loops- Spotting Patterns 6. Debugging- Fixing Bugs 7. Functions -Creating Functions 8. Loops- Tricker Pattern **ESafety**: **Be Secure** – Protect your personal information. **Apps:** Keynote GarageBand Notes iMovie	**Programming**: Rodocodo 8. Nested Loops 9. Selection- If statements 13. Loops-Repeat Until 14. Experiment- Tinkering **ESafety**: **Be Secure** – Protect your personal information. **Apps:** Keynote GarageBand Notes iMovie
Summer 1 KIND	**Skills-Maths**: Purple Mash. Pictograms. Maths City 1. Farm and animals	**Skills: Purple Mash** Unit 1.3 Pictograms. Using 2 Count	**Skills- Film:** Everyone Can Create Video. Unit 1. Your first movie App: Apple Clips	**Skills- Film:** Everyone Can Create Video. Unit 2 Silent movies. Apps: Apple Clips	**Skills- Film:** Everyone Can Create Video. Unit 3. Storyboards/Animatics.	**Skills- Film:** Everyone Can Create Video.	**Skills- Film:** Everyone Can Create Video. Unit 5 documentaries.

Enrichment: Mental Health Awareness Week May Create for Oceans Enrichment: National Don't Step on a Bee Day! 10th July Create for Bees	**Programming**: Beebots with Barefoot	**ESafety**: Key text: Digiduck	**ESafety**: Hectors World.	**ESafety:** Be Internet Legends **Kind**- Respect each other **Apps:** Camera & Mark up Pages Tayasui Sketches School	Apps: iMovie **ESafety:** Be Internet Legends **Kind**- Respect each other **Apps:** Camera & Mark up tool Pages Apple Clips	**Skills- Film:** Everyone Can Create Video. Unit 4 Tutorials **ESafety:** Be Internet Legends **Kind**- Respect each other **Apps:** Camera & Mark up tool Pages Apple Clips	**ESafety:** Be Internet Legends **Kind**- Respect each other **Apps:** Camera & Mark up tool Pages Apple Clips
Summer 2 KIND Enrichment: World Ocean Day June 8th Create for Oceans Create for Kindness	**Skills-** Mini Mash. 2 CreateaStory **Programming**: Beebots with Barefoot **ESafety:** PSHE Health and self-care. Purple mash unit.	**Programming**: Rodocodo 9. Loops 10. Functions **Skills: Purple Mash. Unit 1.4 Lego builder** **ESafety: Introduction to SMART code**	**Programming**: Rodocodo 10. Loops- Basic loops 11. Debugging –Fixing Bugs **ESafety**: Introduction to Be Internet Legends.	**Programming:** Lego Education Wedo 2.0. **1.** Milo Science Rover 2. Plants and pollinators **ESafety:** Be Internet Legends Recap and Quiz Certificate & Presentation **Apps:** Keynote SeeSaw	**Programming:** Lego Wedo 2.0. 1. Milo Science Rover (with sensor) 2. Predator and Prey **ESafety:** Be Internet Legends Recap and Quiz Certificate & Presentation **Apps:** Keynote SeeSaw	**Programming**: Tynker Drones. Airport Destinations **ESafety:** Be Internet Legends Recap and Quiz Certificate & Presentation **Apps:** Keynote Apple Clips SeeSaw	**Programming**: Tynker Drones. UFO Missions **ESafety:** Be Internet Legends Recap and Quiz Certificate & Presentation **Apps:** Keynote iMovie SeeSaw

Skills Resources for Creating and Communicating units

Leen Mills Primary Digital Literacy Curriculum (Featuring Everyone Can Create Guides by Apple Education)

	Foundation	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Images Everyone Can Create: Photography & Drawing	F1 • Take a photograph using a tablet/camera F2 • 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	• 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)	• 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).	• Create a digital image using a variety of brush types, pen tools and effects.	• Enhance digital images and photographs using crop, brightness, contrast & resize tools.	• 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 photoshopping in the media/ celeb photos and body image)	• Edit picture to remove items, add new backgrounds, and merge 2 photos. • (Discuss photoshopping 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.
Possible resources	• Doodle Buddy • Photobooth • Everyone Can Create Photography: Project 1 Activity 1 & 2 • Purple Mash. Staffshared resources.EYFS. • Digital camera • MS paint • 2 Paint a picture	• Everyone Can Create Photography: Project 1, 2 • Everyone Can Create Drawing: Emoji Activity • Pages • PicCollage • Purple Mash 2 simple photo	• Notes App • Drawing desk • Photo Mark up • Everyone Can Create Drawing: Lines and Patterns activity • Everyone Can Create Photography: Portrait project http://kids.tate.org.uk/games/paint/	• 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 Purple Mash	• Photos app (tap edit on the photo) • Everyone Can Create Photography: 3 Scenes, 4 Action, 7 Publishing • Everyone Can Create Drawing: Project 8 • https://pixlr.com/express/	• Photos app (tap edit on the photo) • Everyone Can Create Photography: 5 Collages, 7 Publishing • Everyone Can Create Drawing: 8, 9, 10 • https://pixlr.com • PowerPoint	• 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/
Film Everyone Can Create: Video	F1 • Record short film using tablet/camera F2 • Record and play a film • (small world play films) • Watch films back on tablet/digital camera	• Create a stop frame animation using app/software	• Film a short film • Use tools to add effects to video footage • Use green screen techniques (with support)	• Sequence clips onto a timeline. • Begin to add titles and transitions. • Cut/Trim video • Use green screen techniques (with support)	• 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	• 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	• Create a video using appropriate tools and techniques to create an atmosphere/ mood (eg. Road safety WWII silent movie) • Use green screen if appropriate

	Foundation	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Possible resources	• iPlayer CBBC • Camera App • Purple Mash. Kid Cam	• Puppet Pals • StopMotion • Clips • Everyone Can Create Video: 1 Your First Movie Activity 1 • Purple Mash 2 Animate	• iMovie (single take with effects) • Clips • greenscreen (doInk) • Everyone Can Create Video: 1 Your First Movie Activity 2 • Purple Mash 2 animate	• iMovie • Clips • Puppet pals • greenscreen (DoInk) • Everyone Can Create Video: 1 Your First Video – all activities, 3 Animatics • Purple Mash 2 animate	• iMovie • Clips • Puppet pals • greenscreen (DoInk) • StopMotion • Everyone Can Create Video:4 Tutorials • Purple Mash 2 animate	• iMovie • Clips • Greenscreen (DoInk or iMovie) • Puppet pals • StopMotion • Everyone Can Create Video: 5 Documentaries, 6 Mobile Reports	• iMovie • Clips • GreenScreen (DoInk) • StopMotion • Everyone Can Create Video: All Chapters
Sound Everyone Can Create: Music	F1 • 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 • Record sounds/voices in story telling/ explanations	• Create a sequence of sounds (instruments, music software) • Experiment with long and short sounds	• Create a musical composition with music software (see music curriculum)	• Create and edit purposeful compositions using music software (eg create a mood or in a certain style)	• Edit sound and effects for a purpose (eg. to use in a coding project.)	• 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	• Talking tins • Easi-speak • Purple Mash. Staffshared resources .EYFS.	• Sketch-a-song • Explore LiveLoops in GarageBand and play with Smart Instruments • Purple Mash 2sequence	• Sketch-a-song • Purple Mash 2 sequence • 2 compose	• Garage band • Everyone Can Create Music: 5 Writing and Recording Lyrics (but use to make Podcasts) • www.findsounds.com	• Garageband • Everyone Can Create Music: 5 Writing and Recording Lyrics (but use to make Podcasts) • Easi-speak + scratch • Scratch sound effects • Audacity • 2 compose	• iMovie • Garage band • Popplet (mindmap music ideas) • Everyone Can Create: Music – all chapters • Everyone Can Create: Video – chapter 7 voiceovers on iMovie films/trailers • Audacity • 2compose • 2connect (mindmap music ideas)	
Presenting (Bringing sound, image, film together for an audience)	F1 • Display children's photographs. • Children talk about film/photo work F2 • Display children's photographs. • Children talk about film/photo work • Make a class/group multimodal text with photos and sound • Explore a talking book	• Use a word bank • Change text, font, size and colour tools • Move images in to correct places on app/software	• 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	• 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.	• 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.	• 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). Use MS Teams. • Create a non-linear, multimedia text with hyperlinking (eg WWII PPT/ sway with links to different pages)	• Using MS Teams- Format text to suit a purpose (tab, justify, bullet points) • Choose the most suitable applications and devices to communicate to a specific audience

	Foundation	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Possible resources	• Pic Collage • iBooks • Book Creator • Purple Mash. Staffshared resources.EYFS.	• Book creator • Keynote • popplet 2 create a story 2animate powerpoint • 2 publish	• Book creator • Skitch • popplet – mindmap • word • 2 connect	• Book creator • Skitch, popplet to mindmap • Keynote, Pages • Word • 2 create a story	• Sway, keynote • Book creator • pages, Popplet to mindmap • Everyone Can Create: Drawing Chapters 3 + 4 • Sway, publisher, PowerPoint • Flamingtext.com	• Keynote • Book creator • Pages • Everyone Can Create: Drawing 8 9 10 • Popplet to mindmap • Powerpoint, • Sway	• Sway, Book creator Keynote, Popplet • Pages • Everyone Can Create: Drawing 10 • PowerPoint, publisher , Prezi
Evaluating	• 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)	• 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?	• 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	• Check work is finished and has name on before printing • Check colours and fonts and images are appropriate to task	• 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)	• As year 4 but over a wider range of tasks, topics and audiences.	• Evaluate another's presentation on the basis of content and appropriate style. • Refine the quality of presentations as a result of peer review.
Research	F1 (teacher modelling) • Look at age appropriate websites to support a topic • Use an electronic book instead of a printed book F2 • Use map software to look at satellite and street view images of a place as a class/group	• 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.	• Search the internet for information to read. • Answer a question set in topic. Eg "What happened during the great fire of London?"	• Locate a webpage using a URL.(web address) • Find and save appropriate images/ text from the internet in their work	• Skim and scan search engine results and look at their web address to evaluate usefulness. • Copy notes on a topic from the internet	• Use advanced search techniques, eg. Image size/ type key words. Eg Google image search tools	• Explore and generate digital links (For example QR codes) http://www.qr-code-generator.com/
	• google earth	• mic to dictate qu's into search engine	• mic to dictate qu's into search engine	• mic to dictate qu's into search engine	• search engines	• search engines	• search engines
Data Everyone Can Create: Drawing	• Use pictograms/ charts as part of lessons with the children	• Use pictograms/ charts as part of lessons with the children	• Enter data in to a pictogram and use it find answers to simple questions (linked to maths curriculum) • Type data in to a table	Use a database to: • 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.	• Use online databases to search for information (eg. Online holiday listings, online shopping)	• 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'.	• 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	• PicCollage • Sketches school • Purple Mash. Staffshared resources. EYFS.	• Sketches school • PicCollage	• PicCollage • Sketches school	• PicCollage • Sketches school • textease	• Sketches school • PicCollage • 2connect • textease	• Decibel meter • Everyone Can Create: Drawing 9 • Data logger/ Logit • MS Teams: Word/ Excel	• Numbers • Everyone Can Create: Drawing 9 MS Teams: Excel • MS Word

	Foundation	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Typing & Mouse Skills	F1 • Play on a touch screen game/board • Use a keyboard/mouse/trackpad for fun, even in role play pretend computers. F2 • Type own name • Enter single letters on a keyboard • Use a mouse/track pad on a computer	• Use space bar to make spaces between words • Use backspace to delete letters/words • Make a new line with enter key	• 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	• 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.	• 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	• 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	• 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	• Book creator • beebot • Tux type • Primary games website • Purple Mash	• Book creator • tux type	• book creator • Pages	• book creator • Pages • Dancemat (BBC) • Typingclub.com • 2 type • Tux type	• https://touchfire.com/typingtutor/ • Pages • Dancemat (BBC) • Typingclub.com • 2 type • Tux type	• https://touchfire.com/typingtutor/ • Pages • Dancemat (BBC) • Typingclub.com • 2 type • Tux type	• https://touchfire.com/typingtutor/ • Pages • Dancemat (BBC) • Typingclub.com • 2 type • Tux type
Saving and retrieving	F1 • How to close a program/game • How to open a game from icon/link F2 • Recognise save icon • Use new page icon • Make choices from a range of software/apps	• Save work within the program (such as within login) • Open specific software on device • Purple Mash saved files (open and save)	• Save work on the school network (overwrite previous versions). • Open a file on the school network • Purple Mash accounts • SeeSaw pupil profile	• Save work on the school network, renaming different versions (File_Name V1, File_Name V2, File_Name V3) • Purple Mash accounts • SeeSaw pupil profile	• 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 • Onedrive, dropbox, SeeSaw • save to camera roll and transfer to computer • save on server (different version number each save) • Save to OneDrive. MS Teams.		
Apple Teacher Support	Download the following teacher support books on iPad or iOs: 1) Video: https://books.apple.com/us/book/everyone-can-create-video/id1434350922 2) Drawing: https://books.apple.com/us/book/everyone-can-create-drawing/id1357353820 3) Photo: https://books.apple.com/us/book/everyone-can-create-photo/id1434898103 4) Music: https://books.apple.com/us/book/everyone-can-create-music/id1434741739	Use Green Screen in iMovie: https://appleteacher.apple.com/#/asset/part/T029314A Trimming Video in iMovie: https://appleteacher.apple.com/#/asset/part/T022038A Add Titles in iMovie: https://appleteacher.apple.com/#/asset/part/T022041A Add Transitions to iMovie: https://appleteacher.apple.com/#/asset/part/T022039A Enhance Movies with Cinematic Effects: https://appleteacher.apple.com/#/asset/part/T022044A Add Music to iMovie: https://appleteacher.apple.com/#/asset/part/T022043A					