Computing/Esafety Curriculum Map

Computing (PrimaryComputing Scheme) Purple Mash unit adopted

Networks (PrimaryComputing Scheme)

Digital Literacy SWGFL

PSHE and Esafety

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	Identify things they see on screen Purple Mash EYFS – Understanding the World - Technology

Going Places Safely Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe | Identify things they see on screen Purple Mash EYFS – Understanding the World - Technology

Going Places Safely Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe | Understand what algorithms are Purple Mash 1.4 – Lego Buiders

Going Places Safely Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt Including rules about use of technology in the classroom | Understand what algorithms are Purple Mash 2.1 - Coding

Staying Safe Online Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment Including rules about use of technology in the classroom, setting and using passwords | Design programs that accomplish specific goals Write programs that accomplish specific goals Purple Mash 3.1 - Coding

Understand that the computers in a school are connected together in a network Purple Mash 3.6 – Branching Databases

Powerful Passwords Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe Including rules about use of technology in the classroom and online, how to recognise, respond to and report abuse, what is appropriate to say or not say online, social media and gaming classifications | Understand that servers on the Internet are located across the planet

Purple Mash 4.7 – Effective searching

The Key to Keywords Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies

Touch typing | Design programs that accomplish specific goals Write programs that accomplish specific goals Purple Mash 5.1 - Coding

Understand how we view web pages on the Internet Use search technologies effectively Strong Passwords Pupils learn how to create secure passwords in order to protect their private information and accounts online.

Purple Mash 5.2 – Online Safety

What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world Including online communities (e.g. local community gardeners group; charity groups, fundraising events | Coding: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Purple Mash 6.1 - Coding

This unit has been postponed until the arrival and distribution of the new laptops. Powerpoint will have to be taught in the Summer Term in 2020-2021. Using ICT: Research and Present information about the Vikings Analyse a range of information using ICT Apply skills using Microsoft PowerPoint Use short cut keys – Open (CTRL + O), Save (CTRL + S), Copy (CTRL + C), Cut (CTRL + X) and Paste (CTRL + P) Use and add menu options, including hyperlinks

E-Safety/ PSHE/ Digital Literacy SWGFL: I can apply the school Mission, to Love each other, to my online relationships.

Steps to Success: I can describe a healthy, positive relationship. I can recognize when relationships are unhealthy. I can apply my understanding to my online behaviours and relationships. I recognise online peer pressure and risky behaviours. I can recognise, respond to, report and understand the consequences of online |

								abuse (including hate speech) and illegal forms of sharing content. I know where to get help/ support if I am worried about my own or someone else's online behaviour.

Learning Focus: Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.
Learning Focus: Different relationships and friendships online; what makes positive, healthy relationships; recognise when relationships are unhealthy. Resisting unhelpful pressure; personal safety; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours. |
| Aut 2 | ABC Searching Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet | ABC Searching Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet | Understand how algorithms are implemented on digital devices Purple Mash 1.5 – Maze Explorers

ABC Searching Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet What can we do with money? Where money comes from; spending; saving; keeping money safe Including that people buy things online and have online bank accounts, passwords to | Understand how algorithms are implemented on digital devices Purple Mash 3.1 - Coding

Follow the Digital Trail Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it. What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens Including online – how to respond if you are worried about something online | Debug programs that accomplish specific goals My Online Community Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. What can we do about bullying? Recognising hurtful behaviour and bullying; how to respond and ask for help; people who help them stay healthy and safe. Including online bullying and hurtful behaviour online how to recognise, respond to and report abuse, what is appropriate to say or not say online, | Understand how email is sent across the Internet

Purple Mash 2Respond

Rings of Responsibility Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes Including how online information can influence and change our understanding of different people around the world . | Debug programs that accomplish specific goals Control or simulate physical systems Purple Mash 5.1 - Coding

Digital Citizenship Pledge Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.

What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities Including online bullying, how online information changes our view of the world, what is appropriate to say or not say online, illegal forms of sharing content and the consequences, how to recognise online hate speech; how online information may be manipulated to present something as true | Networking: Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. - Understand what HTML is and recognize HTML tags - Know a range of HTML tags and remix a web page - Create a webpage using HTML Purple Mash 6.4 - Networks

The units in yellow have been cancelled for 2020-2021 only due to Covid-19 related bubble closure.
Using ICT: Use Microsoft Publisher to design a game entitled 'The Great Exhibition' Grouping and un-grouping objects Select, copy and paste objects or groups of objects Layering objects Inserting a table Format a table

Using ICT: To aid enterprise project calculations, create databases with fields, rows, columns to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

E-Safety/ PSHE: Learning Objective: I can apply the school rule of 'Respected' to my life online. |

			keep money safe			How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback Including what is appropriate to say or not say online, how online comments can be misinterpreted and unintentionally hurt our friends/damage friendships; different ways we use online media to communicate with our friends; how to be a good friend online		Steps to Success: • I can recognise, respond to, report and understand the consequences of abuse online (including hate speech). • I know where to get help/ support if I am worried about my own or someone else's online behaviour. Learning Focus: Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence. **Digital Literacy SWGFL**: What's Cyberbullying? Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.
						Touch typing		
Spr 1	Use a mouse or key pad to make marks Keep it Private Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests	Use a mouse or key pad to make marks Keep it Private Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests	Understand that programs execute by following precise and unambiguous instructions Purple Mash 1.7 - Coding Keep it Private Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be	Understand that programs execute by following precise and unambiguous instructions Screen out the Mean Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices Including safe and appropriate screen time levels	Solve problems by decomposing them into smaller parts Understand why computers are networked Purple Mash 3.6 – Branching Databases Things for Sale Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites. What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others Including responsible use of technology, gaming, online privacy settings, digital footprint, what is appropriate to say or not say online,	The Power of Words Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying. How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of	Solve problems by decomposing them into smaller parts Purple Mash 5.1 - Coding You've Won a Prize Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it. How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality Including online banking, online news, adverts, images and reviews – differences between media manipulation and reality	**Using ICT:** Apply Word in other contexts. Children type up their CARITAS letters making use of a range of shortcuts. Use short cut keys – Open (CTRL + O), Save (CTRL + S), Copy (CTRL + C), Cut (CTRL + X) and Paste (CTRL + P) **E-Safety/ PSHE:** Learning Objective: I can apply the school rule of 'Safe' to my life online. Steps to Success: • I know how to tell if a website is reliable. • I can recognise reality versus scams, fake news, false reviews and manipulation of (media) images. • I recognise the pressures that online advertising/ images may have on feelings. • I recognise the emotions that can be caused as a result of money worries after online-scams. Learning Focus: Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this

			harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help Including what to do if we see something that makes us upset, worried online, adults should supervise when online			relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice Including where to find appropriate help and advice online, how responsible use of social media can support our health and wellbeing\nUnderstand how the Internet enables us to collaborate\n\nTouch typing		affects individuals, communities and the environment; research and debate health and wellbeing issues.\n\n**Digital Literacy SWGFL**:Selling Stereotypes\nPupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.
Spr 2	My Creative Work Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce	My Creative Work Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce	**Purple Mash 1.7 - Coding**\nMy Creative Work Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce	Create simple programs\n\nUsing Keywords Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.	Use sequence in programs; Use selection in programs; Use repetition in programs Show Respect Online Pupils explore the similarities and differences between inperson and online communications, and then learn how to write clear and respectful messages. How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	To use computer programmes and the internet to support learning in other curriculum areas.\n\n**GREEN SCREEN**\n\nUse green screen to: Weather report News Report Apply **PowerPoint** in another context\n\nTouch typing	Use sequence in programs; Use selection in programs; Use repetition in programs Purple Mash 5.1 - Coding\n\nHow to Cite a Site Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.\n\nWhat choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe Including balancing an online and offline lifestyle, healthy habits regarding screen-time	**Using ICT:**\n• Use digital/computer mapping to locate countries and describe features studied\n• Use Green Screen technology (and apps) to report back about these countries.\n• Publish information in a travel blog about their learning journeys around the world.\n\n**E-Safety/ PSHE:**\nLearning Objective: I know how my online activities influence my public image and can manage online risk effectively.\n\nSteps to Success:\n• I know why and how to set privacy settings.\n• I can keep my mobile phone or tablet safe.\n• I know what identity means online.\n• I know the difference between public and private identity.\n• I understand the term, digital footprint.\n\nLearning Focus: Increased independence and responsibility; strategies for managing risk; different influences; managing requests for images.

								Digital Literacy SWGFL: Privacy Rules Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.
Sum 1	Enjoy simple computer games Sending Email Pupils explore how they can use email to communicate with real people within their schools, families, and communities	Enjoy simple computer games Sending Email Pupils explore how they can use email to communicate with real people within their schools, families, and communities	Purple Mash 1.7 - Coding Sending Email Pupils explore how they can use email to communicate with real people within their schools, families, and communities How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	Debug simple programs Sites I Like Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information. How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	Work with various forms of input and output Understand the difference between the Internet and the World Wide Web (WWW) Writing Good Emails Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices Including accessing appropriate online information for children about eating well – such as Change4Life	Private and Personal Information How can you protect yourself from online identity theft? Pupils think critically about the information they share online Purple Mash 4.2 online safety lessons 1 & 2 Whose is it,Anyway? Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others. Purple Mash 4.2 online safety lessons 3 & SPREADSHEETS (apply to Science) Search databases	Work with variables Work with various forms of input and output Purple Mash – 5.5 Game creator Understand that web spiders index the web for search engines Appreciate how pages are ranked in a search engine Picture Perfect Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images Including why and how to set privacy settings, what identity means online – public and private identity, digital footprint, social media and gaming classifications, illegal forms of sharing content and the consequences, online peer pressure and risky behaviours; where and how to seek help/support	**Digital Literacy SWGFL**: Super Digital Citizen Exploration of bbc ownit resources (https://www.bbc.com/ownit) Children devise their own responses to a range of scenarios/ text inputs that could be programmed to 'pop-up' as part of this apps digital citizen safety features.

						Recognise terms – e.g. cell, row, column Format text towards a specific purpose Purple Mash 4.3 - Spreadsheets Purple Mash 4.9 Making Music		
Sum 2			Use logical reasoning to predict the behaviour of simple programs What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	Use logical reasoning to predict the behaviour of simple programs How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency Including social media and gaming classifications What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	Use logical reasoning to explain how some simple algorithms work Detect and correct errors in algorithms and programs Purple Mash 3.7 – Simulations What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets Including jobs in technology, gaming and online, how images we see online sometimes reinforce stereotypes	Design programs that accomplish specific goals Write programs that accomplish specific goals Purple Mash 4.1 – Coding Use logical reasoning to explain how some simple algorithms work Detect and correct errors in algorithms and programs Purple Mash 4.1 - Coding Use sequence in programs; Use selection in programs; Use repetition in programs Debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts Purple Mash 4.5 - Logo	Use logical reasoning to explain how some simple algorithms work Detect and correct errors in algorithms and programs Purple Mash – 5.5 Game creator What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society Including online enterprise, young people who are making a difference through online enterprise projects or projects that include online advertising, what is and isn't safe to upload	**Using ICT:** Sound Capture and Editing - To know how to capture sounds using Garage Band. - To import sounds into sound editing software (audacity). Capture/import narration, sound effects and music. - Use digital technology (audacity) to organise and modify sounds including pitch, tempo, dynamics, clipping, combining and layering sounds. - To save and organise their work appropriately. - To understand the need to seek consent before capturing and/or using sounds created by others. - To know that sound files may not be appropriate and understand what to do if such materials are accessed. **Using ICT:** Use email and video to communicate across the classroom in preparation for further, 'penpal' style communications across schools as part of transition to secondary school (and incorporating a Sacred Heart 11 before 11 activity). Purple Mash 6.4 – Blogging **E-Safety/ PSHE:** Learning Objective: I can apply the school rule of 'Ready' to my life online. Steps to Success: • I know how to balance my online and offline lifestyle. • I know how to develop healthy habits regarding screen-time. • I know the benefits and challenges of online technology.	

| | | | | | | Purple Mash 4.4 Writing for different audiences

Touch typing | | Learning Focus: What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing. |

Key Skills Digital Literacy
Highlight – Apps to download

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 Sum 2	Taking a photo (tablet) Viewing a photo (tablet) Recording a short video (tablet) Playing back a short video (tablet) Use a mouse or key pad to make marks		*Revising Year R tablet skills* Logging on to the school network (PC) Logging off from the school network (PC) Mouse/trackpad operation, right click for menu left click to do (PC) Drawing a picture in book creator (tablet) Creating a part of a book using book creator (tablet) Add text into book creator (tablet) Add sound into book creator (tablet) Add photo into book creator (tablet) Moving objects	*Revising Y1 PC skills* *Revising Y1 tablet skills* Cropping and rotating photos (tablet) WORD Adding photos from the web into book creator (Tablet) Creating more than one page in book creator (Tablet) Formatting text in book creator (circled i) font, colour, alignment, size (Tablet) Saving book creator as an ebook (Tablet) Considering layout issues such as filling the whole page (Tablet) Using the undo and redo buttons in Word (PC) Highlighting text in Word (PC) – to change font or	WORD inc. Windows File System Move a word or section of text using cut and paste (highlight first) Use spelling and grammar check Change the orientations and margins of a page Indent manually or within a list and know when to use these skills Insert a picture, Word Art or clip art (understanding that in a word processor, text is primary) – discuss copyright Know how to bring up full menus Copy and paste from the internet removing web formatting Save a copy as PDF Apply a new style Web Research POWERPOINT Add a video to a slide Choose effects to enhance the viewers enjoyment (when	PUBLISHER Create a simple text box Insert text and manipulate size, font, colour (not Word Art) Resize a text box Rotate a text box Format a text box Move a text box or any other object around the page Delete a text box, clip art or other objects Apply Word and PowerPoint in another context Use word count, bullets, numbering Use shortcut keys to change font – bold, italics, underline Touch typing	STOP MOTION Story Plan a scenario with more than one scene. Plan and make models/backgrounds. Evaluate success of first attempts – lighting, hands in shot, do you need more single shots to make movement more fluid? Check continuity etc. Apply Word and PowerPoint in another context Short cut keys – copy (CTRL+C) and paste (CTRL + V) Touch typing iPAD Skills – uploading files Apply Word and PowerPoint in another context	GREEN SCREEN Link to topic – e.g. Can they report back on what they have found out? Use video chat in school Apply Word and PowerPoint in another context Short cut keys – Open (CTRL + O) and Save (CTRL + S) SPREADSHEETS Create databases with fields, rows, columns Purple Mash 6.3 - Spreadsheets Publisher Grouping and un-grouping objects Select, copy and paste objects or groups of objects Layering objects Inserting a table Format a table Mail Merge? Apply Word and PowerPoint in other contexts

		around in book creator (tablet)
		WORD
		Opening a word document (PC)
		Typing into a word document (PC)
		Simple formatting in a word document (PC) (single word[1]/line highlight[2]) (bold, text size, text colour, new line with return)
		Simple saving of a word document (PC)
		Use capital letters and lowercase – change using 'shift' or Caps Lock
		Use ! and know how to access these symbols using shift key
		Know how to delete using backspace (and arrow keys)
		Write simple ideas and make lists
		
		POWERPOINT
		Understand that programmes like PowerPoint are primarily about presenting information in manageable chunks
		Opening a PowerPoint (PC)
		Adding new slides to a PowerPoint and change layout
		Adding text to PowerPoint slides (PC)
		Add pictures of clip art to a slide
		Viewing a PowerPoint in
			delete – knowing how to highlight single word or whole line
			Make text bold, italic or underline and know when to use it
			Change font type, size or colour
			Adding and removing bullet/number points Word and PowerPoint (PC)
			Formatting right, left, centre Word and PowerPoint (PC)
			Spell checking Word and PowerPoint (PC)
			Lassoing and moving text in Word and PowerPoint (PC)
			
			POWERPOINT
			Changing the layout of a PowerPoint slide (PC)
			Adding shapes to a PowerPoint (PC)
			Formatting shapes in PowerPoint (line and fill) (PC)
			Moving shapes and text in PowerPoint (PC)
			Adding a design background to a PowerPoint (PC)
			Add a sound file to a slide as an object
			Record your own simple sound clip as an object on a slide
			
			BRUSHES
			Create a picture to communicate ideas
			Explore shape, line and colour
			Use tools
			Create lines and textures
			Use flood fill spray and stamp tools
				presentation is being run without creator being present) – investigate the impact on the audience
				Ensure all info is on the slide if a presentation is run automatically.
				Create slide transitions
				Add animations to object on page
				Change running order of animations and slide timings
				Record a commentary to go with a presentation
				
				SPREADSHEETS (apply to Science)
				Fill in a data collection sheet
				Enter information to make a graph
				<mark>Purple Mash 3.3 - Spreadsheets</mark>
				
				Touch typing
				<mark>Purple Mash 3.4 - Typing</mark>
					<mark>GREEN SCREEN</mark>
					
					Use green screen to:
					    Weather report
					    News Report
					Apply **PowerPoint** in another context
					
					Touch typing
					
					Consider the needs of your audience – less (or no) animation and a simple slide layout is less distracting for your audience if you are talking alongside it.
					Talk alongside a presentation and cycling your presentation slides at the right time.
					Understand that presentations you speak alongside need to readable at the back of the room.
					
					SPREADSHEETS (apply to Science)
					Search databases
					Recognise terms – e.g. cell, row, column
					Format text towards a specific purpose
					<mark>Purple Mash 4.3 - Spreadsheets</mark>
					
					Apply Word and PowerPoint in another context
					
					Touch typing
						Touch typing
						PUBLISHER –making help files, sharing with school
						Revision of Year 4
						Insert multiple text boxes and other objects (e.g. shapes) onto a page
						Search for, insert and manipulate clip art (discussion of using images which are not copyright)
						Insert a picture from file
						Insert and manipulate Word art
						Insert shapes
						Format shapes
						Use snipping tool
						Apply Word and PowerPoint in another context
						
						Touch typing	

		presentation mode (PC) **STOP MOTION ANIMATION** Create a simple storyboard Use jointed figures (Lego or Playmobil) Create a simple sequence where 1 or 2 characters move across the screen No background Understand that multiple shots are needed to create a sequence Evaluate success and edit				