Computing	Year 3	Topics: Typing Skills, Programming, Research, Presenting, Desktop Publishing
	The children will be given the basic skills in order to use and computer fluently and safely. This includes desktop publishing, research and programming. This should be taught alongside the Online Safety Sessions	

Intent	**Implementation**	**Impact**
To deliver and provide pupils with a high-quality computing education. • Equip pupils with skills and knowledge to use computational thinking and creativity in an ever changing world where computing is an integral part of everyday life. • Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardware effectively for a range of purposes. • For pupils to understand the need to be safe online and use a variety of software to enhance thinking and development.	• Well planned and considered lesson structures – ensuring skills and knowledge are covered and builton • Have regular, purposeful use of devices, such as computers, tablets and ipads - showing independence and confidence • inspire pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application. • use of age appropriate programs and software (see above) • equip them to solve problems • create algorithms to achieve a given objective. • An online-safey lesson **must be taught** the first weekof each half term.	Teachers will observe and see evidence of.. • application of computing skills and knowledge through arange of concepts. • refer to use of computing terminology and vocab across arange of subjects. • Use of enquiry and questioning. • increasingly independent research and discerning selectionof data • formal assessment against a given set of criteria & an assessment level is reported to parents as part of the end ofyear report. • pupils will be more confident, independent, self-reflectivelearners; able to transfer skills and knowledge from one concept to another.

Prior learning	Future learning
Ks1 National Curriculum coverage: . understand what algorithms are; how they are implemented as programs on digital devices;and that programs execute by following precise and unambiguous instructions . create and debug simple programs . use logical reasoning to predict the behaviour of simple programs . use technology purposefully to create, organise, store, manipulate and retrieve digital content . recognise common uses of information technology beyond school . use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Ravensdale Infant School: Y1: Internet safety poster, where we see electronic devices and what they are used for, Beebot (London map), Physical programming (children) giving directions, Online programming (Scratch/Purple Mash), Topic based photographs, Photo editing, Create and edit videos Y2: *Digital Literacy – Considering who can see their online presence. Know stories can be shared in different ways. - Contribute and respond to an email, with support.	Y4: Programming, Desktop publishing, animation, MovieMaker, Using and Applying Y5: Radio Station, Scratch, Using & Applying, Desktop publishing, Flowol, 3d Modelling

– Create pictograms – Use and create QR codes Enter, save and retrieve text *Information Technology -Develop editing skills e.g. shift key for upper case, question marks, spaces after punctuation - Know how to improve the presentation of a piece of work by changing font size, colour and style - Use sound recording tool to record voice for a purpose. - Organise files and folders by creating, renaming, moving, copying and deleting – Combine graphics, text and sound to enhance their text. - Use different layouts and templates for different purposes. *Key skills - Develop awareness of a keyboard and the use of a mouse - Know backspace/ undo Shift for capital letters/enter/ upload - Change font size and colour Improve typing skills (using both hands) - Log on and off digital devices and use navigation skills to access appropriate website/ programmes/ apps. *Computer science - Know the purpose of a range of digital devises - Create a sequence of instructions to complete a simple task - Understand programs work with precise instructions. -Create a simple program and find bugs in them -Predict outcomes of an algorithm -Know how to control a range of digital devices -Know that actions on a screen are controlled by a sequence of actions and instructions. -Create a sequence of instructions to complete a simple task To use a control toy using appropriate buttons (Bee-bots) -Make predictions about what will happen when commands are entered -Discuss how to improve/ change their sequence of commands -Know the purpose of a range of digital devices -Begin to answer ‘what if’ questions	

What pupils need to know or do to be secure (Y3)					
Typing and using school network (suggested 6 sessions)	Word Processing / Using and Applying (suggested -4-6 sessions, from Twinkl unit planning, using Word. Using and Applying – 1 Lesson)	Programming with Logo and Scratch (suggested - 6-7 sessions, from Twinkl. Using programs – Logo and Scratch unit)	Internet Research and Communication (suggested - 5-6 sessions, from Twinkl Research unit)	Presentation Skills (suggested - 5-6 sessions from Twinkl Presenting unit, using Powerpoint)	Desktop Publishing (suggested 5-6 sessions from Twinkl Publishing unit using Publisher, Paintor similar)
Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning /knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills
Children should be able to: . Can use shift key for !"£%&() symbols . Can edit colour, font and size . Can save their work into pupil folder . Can save their work as screenshot using snipping tool . Can find and open their file using school network	Children should be able to: • Use undo and redo. • Make text bold, italic or underline. • Select text in different ways. • Change case. • Align text. • Select text in different ways. • Format images. • Use an effective layout. • Use the Snipping Tool. • Use bullets and numbering effectively. * Insert and format text boxes effectively. * Select single words. * Cut, copy and paste text. • Format the font. • Insert images. • Copy a screenshot into another application * Use a secure password.. • Use <ctrl> keyboard shortcuts. *Using and Applying – application of old learning.	Children should be able to: *Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch) * Draw shapes with spaces between using penup andpendown (Turtle Logo) * Change and alter the pensettings (Scratch) *Draw regular polygons usingLogo to calculate the angle (Turtle Logo) * Create and debug algorithms to draw patterns by repeating regular polygons (Scratch)	Children should: • know and understand how word orderaffects the results returned. • know how to bookmark or favourite a page and name different types of online communication. • know what to do if they feel uncomfortable when communicating online. • identify how they should behave online. • Explain why particular results are returnedby a search engine. * explain who can access their online communication when they use different forums. * know how and why online activity leaves a digital footprint.	Children should be able to: • Create a simple presentation • Create shapes • Create a hyperlink to another slide • Use slide transitions • Plan a branching story • Create simple slide templates • Copy as organize slides as required • Use animations to introduce objects to a slide • Evaluate the layout ofpresentation slides effectively.	Children should be able to: . Draw objects • Manipulate objects. • Create a layout of objects withno unnecessary space using colour and font effectively. • Order and group objects. • Move, resize and arrange text boxes and images effectively.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Shift (key), names for common punctuation symbols, font, size, save, screenshot, snipping, file,	Undo, redo, bold, italic, underline, select, case (ie upper and lower), align, format, layout, snipping tool, bullet points, text box, cut, copy, paste, font, insert, screenshot, password, ctrl, shortcut	Algorithm, debug, polygon, repeat + vocab specific to Turtle (fd, bk, rt, lt, pu, pd, clean) and Scratch (eg, Sprite, stage)	Search, site, pop-up, search engine, network, webpage, world-wide web, rank	Presentation, autoshape, hyperlink, transition, template, animation	Desktop publishing, layout, move,resize, text box, image (+ vocab from prior units taught)

Computing

Year 4

Topics: Programming, Desktop Publishing, Animation, Photostory Publishing, Using & Applying

The children will now learn to build upon the basic skills learnt in Y3 in order to use and computer fluently and safely. This includes desktop publishing, animation, multimedia and programming. The children in Year 4 will also have access to iPads and will have the opportunity to complete some of these units on these rather than desktop laptops. The curriculum as a whole will be covered digitally where possible and appropriate.

This curriculum should be taught alongside the Online Safety Sessions

intent

To deliver and provide pupils with a high-quality computing education.

- Equip pupils with skills and knowledge to use computational thinking and creativity in an ever changing world where computing is an integral part of everyday life.
- Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardware effectively for a range of purposes.

For pupils to understand the need to be safe online and use a variety of software to enhance thinking and development.

implementation

- Well planned and considered lesson structures – ensuring skills and knowledge are covered and built on
- Have regular, purposeful use of devices, such as computers, tablets and ipads - showing independence and confidence
- inspire pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application.
- use of age appropriate programs and software (see above)
- equip them to solve problems
- create algorithms to achieve a given objective.

An online-safety lesson **must be taught** the first weekof each half term.

impact

Teachers will observe and see evidence of..

- application of computing skills and knowledge through a range of concepts.
- refer to use of computing terminology and vocab across a range of subjects.
- Use of enquiry and questioning.
- increasingly independent research and discerning selection of data
- formal assessment against a given set of criteria & an assessment level is reported to parents as part of the end of year report.

pupils will be more confident, independent, self-reflective learners; able to transfer skills and knowledge from one concept to another.

Prior learning	Future learning
• KS1 National Curriculum • Y3: Desktop publishing, programming, internet, presentation	• Y5: Radio Station, Scratch, Using & Applying, Desktop publishing, Flowol, 3d Modelling • Y6 topics: Touch-Typing, Scratch Animation, Film Making, Programming Tessellating Images and Using and Applying

What pupils need to know or do to be secure (Y4)					
Programming – Scratch (suggested - 6-7 sessions, from Twinkl. Using programs - Turtle and Scratch unit) Can be done on iPad	Programming – Logo (see Twinkl unitplans / Turtle Academy lessons) Can be done on iPad	Word Processing (applying to foundation) Can be done on iPad	Animation (refer to Twinkl unit plans, using 'Pivot Animator app)	Photo Story (refer to Twinkl unitplans, uses Photo Story and Movie-Maker) Can be done on iPad using clips and moviemaker	Using and applying (refer to Twinkl unit plans. Uses Software from through the year) Can be done on iPad
Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning /knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills
Children should be able to: . Use repetition and selection. . Work with variables and adjust these depending on the effect they wish to create. . Understand and use the duplicate function. . Demonstrate that they understand how to combine a range of different effects to create their own quiz. . Design a program. . Successfully decompose a problem into its smaller parts. . Analyse the software to check it is fit for purpose. . Build on their existing knowledge to experiment and innovate when programming.	Children should be able to: • Write procedures using simple algorithms. • Change the colour of the pen. • Write text using the label command. • Fill shapes in different colours. • Draw arcs of different sizes as required. • Create sophisticated algorithms and procedures. • Include procedures with variables	Children should be able to: . select, edit and manipulatetext in different ways; . insert an image into a document; . format an image; use formatting tools to improve thelayout; . use the spellcheck tool; . insert a simple table; . change the size of the page. . use some of the main keyboard shortcuts; . suggest ways to improve a layout; . apply specific effects to an image; . add a spelling to the spelling dictionary; . add or delete rows or columnsin a table; . suggest ways to change a table; . type at an appropriate speed; . choose a relevant website tolink a document to; . create a hyperlink.	Children should be able to: . Explain what is meant by animation. . Create a series of linked framesthat can be played as a short animation. . Control and adjust a time sliderto locate a different point in a film clip. . Insert images to create a simple stop-motion animationshort film clip. . Evaluate the good and bad points about some animationsoftware. . Describe one or more traditional methods of animation. . Make slight changes to animage using onion skinning, understanding the term. . Use a time slider to find a specific point in a film clip to insert or edit an object. . Edit and refine images in a stop-motion animation shortfilm clip. . Compare different animation software by analysing good and bad points.	Children should be able to: . Add and manipulate imagesand text in a Desktop publisher / iMovie. . Add and sequence images,text and audio in Video Editing Software. . Use advanced cropping techniques. . Create consistent presentation effects to achieve a particular style in a Desktop publisher / iMovie. . Use a consistent design inVideo Editing Software. . Create the look and feel ofa movie using still images, including beginning and endsequences. . Layer images and text. . Add effects to improve images in a Desktop publisher / iMovie. . Refine audio and captionsin Video Editing to compliment an image sequence.	Year 4 Project: My Cartoon Character Children choose the software they feel familiar with or the most skilled at using, as well as what wouldbe appropriate for the activity in hand.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Debug, programming block, sequence, selection, repetition,variable(s), design, block commands, numerical value	Procedure, variable, algorithm, Turtle codes - such as: fd, bk, rt, lt, clean etc.,	Select, format, image, spellcheck, layout, hyperlink,vocab relating to CTRL commands	Animation, frame, insert, clip,stop-motion,	Desk-Top publisher / iMovie, edit, stillimage, vocab related to Photostory and Movie- Maker apps	Vocab consolidated fromthrough the year.

Computing

Year 5	Topics: Touch-Typing, Scratch Programming, Word Processing, 3dModelling, Flowol, Internet research and web page design

The children will now learn to build upon the skills learnt in Y4 in order to use and computer fluently and safely. This includes desktop publishing, programming, multimedia and modelling. The children in Year 5 will also have access to iPads and will have the opportunity to complete some of these units on these rather than desktop laptops. The curriculum as a whole will be covered digitally where possible and appropriate.
This should be taught alongside the Online Safety Sessions

intent

To deliver and provide pupils with a high-quality computing education.

- Equip pupils with skills and knowledge to use computational thinking and creativity in an ever changing world where computing is an integral part of everyday life.
- Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardware effectively for a range of purposes.

For pupils to understand the need to be safe online and use a variety of software to enhance thinking and development.

implementation

- Well planned and considered lesson structures – ensuring skills and knowledge arecovered and built on
- Have regular, purposeful use of devices, suchas computers, tablets and ipads - showing independence and confidence
- inspire pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application.
- use of age appropriate programs and software (see above)
- equip them to solve problems
- create algorithms to achieve a given objective.

An online-safety lesson **must be taught** the first weekof each half term.

impact

- Teachers will observe and see evidence of..
- application of computing skills and knowledge through a range of concepts.
- refer to use of computing terminology and vocab across a range of subjects.
- Use of enquiry and questioning.
- increasingly independent research and discerning selection of data
- formal assessment against a given set of criteria & an assessment level is reported to parents as part ofthe end of year report.
- pupils will be more confident, independent, self-reflectivelearners; able to transfer skills and knowledge from one concept to another.

Prior learning	Future learning
• see KS1 NC, above • Y3: Desktop publishing, programming, internet, presentation • Y4: Programming, Desktop publishing, animation, MovieMaker, Using and Applying	Y6 topics: Touch-Typing, Scratch Animation, Film Making, Spreadsheets, Tessellating Images and Using and Applying

What pupils need to know or do to be secure (y5)					
Radio Station (garage band)	Scratch – developing games	Word /Powerpoint / Keynote (cross curricular application)	3d Modelling (Sketch-up)	Controlling devices - Flowol	Touch Typing / Using and Applying
Key learning / knowledge / skill.s	Key learning / knowledge / skills	Key learning /knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills	Key learning / knowledge / skills
Children should be able to: . Record and play their own sounds in recording software . Import an existing sound file into recording software to play . Choose appropriate software for sound recording . Plan and record a radio advert	**Children should be able to:** . Move and edit blocks aspart of an algorithm. . Program an algorithm as a sequence of game instructions with actions andconsequences. . Add additional effects and features, such as sound or point scoring, to enhance theappeal of a game	**Children recap / taught the basic functions of both pieces of software in the first two sessions, and then apply skills learnt in other lessons.** Skills revised include how to open and save documents, change font, size and colour, add text boxes, borders, tables, use themes to apply to presentations, add in images, shapes, and video clips.	**Children should be able to:** . Draw 2D shapes or lines. . Draw simple 3D models. . Manipulate 2D shapes into 3D shapes. . Import 3D models from the 3D warehouse. . Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill. . Draw and manipulate 3D models independently. . Use inference points to draw lines and shapes. . Use a wide range of SketchUp tools and concepts including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse. . Draw and manipulate scale 3D models. . Select the correct tools for different features.	**Children should be able to:** Follow written instructions to draw a simple flowchart. . Insert symbols into a flowchart. . Add inputs into a flowchart. . Identify conventional symbols, understanding the process of each stage . Create a program to control a simple sequence. . Modify symbols in a flowchart for effect. . Create flowcharts for multiple inputs and outputs. . Use decisions and subroutines. . Program inputs and outputs	Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Touch Typing https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Stage 1: f d s a j k l ; g h Stage 2: e l Stage 3: r u Stage 4: t y Stage 5: w o Stage 6: q p Stage 7: v m Stage 8: b n Stage 9: c , Stage 10: x z ' Stage 11: / . Stage 12: Shift keys - how to make capital letters
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Sound, recording, import, export, software, advert	Algorithm, sequence, selection, debug, repeat, command, costume, sprite, stage	Open, save, document, font, size, border, colour, text, theme, image, shape, video	2d and 3d shape names, program specific vocabulary, (such as: push, pull, orbit, pan) inference point, scale	Programme, flowchart, symbols, input, export, process, control, modify,	Touch, type, software, design

Computing	Year 6	Topic: Touch-Typing, Scratch Animation, Film Making, Spreadsheets, Tessellating Images and Using and Applying
	The children will now learn to build upon the skills learnt in Y5 in order to use and computer fluently and safely. This includes programming, multimedia and applying skills. The children in Year 6 will also have some access to iPads and will have the opportunity to complete some of these units on these rather than desktop laptops. This should be taught alongside the Online Safety Sessions	

intent	**implementation**	**impact**
To deliver and provide pupils with a high-quality computingeducation. • Equip pupils with skills and knowledge to use computational thinking and creativity in an ever changing world where computing is an integral part of everyday life. • Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardwareeffectively for a range of purposes. For pupils to understand the need to be safe online and use avariety of software to enhance thinking and development.	• Well planned and considered lesson structures – ensuring skills and knowledge arecovered and built on • Have regular, purposeful use of devices, suchas computers, tablets and ipads - showing independence and confidence • inspire pupil's curiosity, creativity and experimentation through teacher modelling,examples, direct instruction and pupils application. • use of age appropriate programs andsoftware (see above) • equip them to solve problems • create algorithms to achieve a givenobjective. An online-safety lesson **must be taught** the first weekof each half term.	• Teachers will observe and see evidence of.. • application of computing skills and knowledge through a range of concepts. • refer to use of computing terminology and vocab across a range of subjects. • Use of enquiry and questioning. • increasingly independent research and discerning selection of data • formal assessment against a given set of criteria & an assessment level is reported to parents as part ofthe end of year report. • pupils will be more confident, independent, self-reflectivelearners; able to transfer skills and knowledge from one concept to another.

Prior learning	Future learning
• Y3: Desktop publishing, programming, internet, presentation • Y4: Programming, Desktop publishing, animation, MovieMaker, Using and Applying • Y5: Radio Station, Scratch, Using & Applying, Desktop publishing, Flowol, 3d Modelling	• *KS3 National Curriculum - Pupils should be taught to*: • design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems • understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem • use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions • understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] • understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems • understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits • undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users • create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

	understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy;recognise inappropriate content, contact and conduct, and know how to report concerns

What pupils need to know or do to be secure (y6)				
Kudo / Lego (programming)	Scratch Animated Stories	Film making	Spreadsheets	Know Your Network
Knowledge / Skills	Knowledge / Skills	Knowledge / Skills	Knowledge / Skills	Knowledge / Skills
• Navigate the programming environment. • Add objects to a world and program them • Plan and design the features of an original virtual environment. • Program a character to move around a track. • Create a path for a character to follow	Children should be able to: . Select appropriate characters to match a scene. . Animate characters with movement and speech in astory scene. . Use broadcast and receiveblocks correctly in code. . Use show and hide blockscorrectly in code. . Create a sequence of storyscenes with added audio. . Structure and sequence the animation of characters in each scene. . Use the repeat command tocreate animation effect. . Make a character visible or invisible at the correct times. . Use rapid costume changesto give an animation effect. Add interactive features to ascene.	**Children should be able to:** . plan and write a script using appropriate software; . search for relevant information using appropriate websites; . use a digital video camera (orsimilar device) to record; . plan suitable questions to askan interviewee; . import video files into videoediting software. . structure the timing of sections to meet a given running time; . cross-check information usingdifferent sources; . use a variety of camera anglesand shots to record; . improvise and react toresponses by an interviewee; . preview a movie project usingsoftware and refine . plan additional elements for film-making such as locationsand props; . evaluate whether informationis reliable or not; . frame an appropriate filmingshot when interviewing; . arrange video files to form a complete film.	**Children should be able to:** . Enter text and numbers into a spreadsheet. . Identify and refer to cells by row and column. . Enter and edit text numbers and formulae purposefully and independently. . Understand the advantages of spreadsheets over comparative manual methods. . Select data and create graphs with appropriate formatting. . Design their own spreadsheet for a specific purpose and present it appropriately. . Be able to enter formulae into cells including the SUM function, moving on to AVERAGE, MIN and MAX. . Edit data and discuss the effect on results.	**Children should be able to:** *Children can describe what a computer network is and identify what devices connect to a network. • Children can identify three types of networks (LAN, MAN, WAN), explain how networks are defined and list two network topologies. • Children can list protocols and explain what they are used for and provide an example IP address. • Children can explain the difference between the Internet and World Wide Web. • Children can explain what cloud computing is and provide examples of what cloud computing is used for. • Children can explain ways to communicate online and explain what streaming is. • Children can identify different types of malware and explain how these can affect a computer network.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Program, virtual, controller,coding	Consolidation of Scratch vocab, structure, sequence,debug, algorithm, repeat, animate	Consolidate AV vocabulary, timing, import, arrange, preview, reliable, Production,post-production, edit, import,split, trim.	Formula, column, row, cell, average, mean, min, max, spreadsheet, sum, data.	home networks, global networks, network protocols, such as IP, HTTP and DNS. cloud computing, broadband, communication online and malware.

Expectations of Recording Evidence from Computing Lessons

Expectations of recording of work from units in Y3					
Typing and using school network (suggested 6 sessions)	**Word Processing / Using and Applying** (suggested -4-6 sessions, from Twinkl unit planning, using Word. Using and Applying – 1 Lesson)	**Programming** with Logo and Scratch (suggested - 6-7 sessions, from Twinkl. Using programs – Logo and Scratch unit)	**Internet Research and Communication** (suggested - 5-6 sessions, from Twinkl Research unit)	**Presentation Skills** (suggested - 5-6 sessions from Twinkl Presenting unit, using Powerpoint)	**Desktop Publishing** (suggested 5-6 sessions from Twinkl Publishing unit using Publisher, Paint or similar)
A word document with evidence of typing from the child. Saved on the shared drive in every child's folder.	A word document with evidence of typing from the child. Saved on the shared drive in every child's folder.	Screen shot or file of the pupils work from the end of the unit. Saved on the shared drive in pupils folder. If using a screen shot – put into a word document and pupils write a sentence to explain learning and features.	Identify how they should behave online – this needs to be recorded in topic books as online safety work.	PowerPoint saved in the pupils folders on the shared drive – named and dated.	Publisher file saved on the shared drive in child's folder with name and date.

Expectations of recording of work from units in Y4					
Programming – Scratch (suggested - 6-7 sessions, from Twinkl. Using programs - Turtle and Scratch unit) Can be done on iPad	**Programming – Logo** (see Twinkl unit plans / Turtle Academy lessons) Can be done on iPad	**Word Processing** (applying to foundation) Can be done on iPad	**Animation** (refer to Twinkl unit plans, using 'Pivot Animator app)	**Photo Story** (refer to Twinkl unit plans, uses Photo Story and Movie-Maker) Can be done on iPad using clips and moviemaker	**Using and applying** (refer to Twinkl unit plans. Uses Software from through the year) Can be done on iPad
Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to

explain learning.	explain learning.	explain learning.	explain learning.	explain learning.	explain learning.

Expectations of recording of work from units in Y5					
Radio Station (garage band)	**Scratch** – developing games	**Word /Powerpoint / Keynote** (cross curricular application)	**3d Modelling** (Sketch-up)	**Controlling devices** - Flowol	**Touch Typing / Using and Applying**
Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to explain learning.	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to explain learning.	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to explain learning.	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to explain learning.	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to explain learning.	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder or on Showbie. If using a screen shot – put into a word document and pupils write a sentence to explain learning.

Expectations of recording of work from units in Y6					
Kudo / Lego (programming)	**Scratch** Animated Stories	**Film making**	**Spreadsheets**	**Know Your Network**	
Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder. If using a screen shot – put into a word document and pupils write a sentence to explain learning. This could also be done as a picture in the child's book.	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder. If using a screen shot – put into a word document and pupils write a sentence to explain learning.	Screen shot or file of the pupils work from the end of the unit is saved on shared drive in pupils folder. If using a screen shot – put into a word document and pupils write a sentence to explain learning.	A document with evidence of work from the child. Saved on the shared drive in every child's folder.	At least one piece of work completed in books.	