



# Computing progression at Collingwood



Year 1	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p><b>Computing skills:</b></p> <ul style="list-style-type: none"> <li>• Know how to 'boot up' and 'shut down' digital devices</li> <li>• Know login details</li> </ul> <p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>• recall some of the SMART rules for Internet safety;</li> <li>• know who to tell if someone online asks for personal information;</li> <li>• understand why email is a good way to communicate.</li> <li>• recognise which personal information they should keep safe from strangers;</li> <li>• know that e-mail is one form of digital communication</li> <li>• Be aware of CEOP/Childline support services</li> </ul> <p><b>Paint with different colours:</b></p> <ul style="list-style-type: none"> <li>• Paint with different brushes.</li> <li>• Create shapes</li> <li>• Know how to save their paintings by selecting their folder</li> </ul> <p><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>• Name a common word processing app/program</li> <li>• know what the shift, space, backspace, delete and arrow keys do.</li> <li>• Know what the undo/redo buttons are and how to use them</li> </ul> <p><b>Program a toy (beebot):</b></p> <ul style="list-style-type: none"> <li>• say what an algorithm is;</li> <li>• say why it is important to be precise when writing an algorithm;</li> </ul> <p><b>Scratch Jnr/Bee-bot app:</b></p> <ul style="list-style-type: none"> <li>• know how to open the ScratchJr/Bee-bot app and start a new project;</li> <li>• know how to add new characters and backgrounds;</li> <li>• use blocks for movement in different directions;</li> <li>• create short sets of sequenced instructions.</li> <li>• know the function of the different 'end blocks', including 'repeat forever';</li> <li>• know how to change the size of characters using the 'grow' or 'shrink' commands;</li> <li>• hide and show characters with an instruction block;</li> <li>• know how to set out a program using two or more characters with instructions at the same time.</li> </ul>	<p><b>Computing skills:</b></p> <ul style="list-style-type: none"> <li>• to be able to log on and log off</li> <li>• to launch applications</li> <li>• to resize windows</li> </ul> <p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>• type their name and the date on a piece of work they have created;</li> <li>• open a web browser;</li> <li>• choose the correct Safe Search filter when using a search engine;</li> <li>• make links between the online and offline world;</li> <li>• help to construct an email.</li> </ul> <p><b>Paint with different colours:</b></p> <ul style="list-style-type: none"> <li>• Paint with different brushes.</li> <li>• Create shapes</li> <li>• Save their paintings in their folder.</li> <li>• Fill an area with a colour.</li> <li>• Undo and redo.</li> <li>• Add text.</li> </ul> <p><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>• Type with two hands.</li> <li>• Use shift, space and enter correctly.</li> <li>• Use undo and redo.</li> <li>• Make text bold, italic or underline.</li> <li>• Save their work in their folder.</li> <li>• Edit text using backspace, delete and the arrow keys.</li> <li>• Format the font.</li> <li>• Select single words.</li> </ul> <p><b>Program a toy (beebot):</b></p> <ul style="list-style-type: none"> <li>• create step-by-step instructions using pictures;</li> <li>• write and follow detailed step-by-step instructions;</li> <li>• direct a Bee-Bot to a toy;</li> <li>• program a Bee-Bot, one instruction at a time, using the arrow buttons.</li> <li>• check their work for mistakes (debug);</li> <li>• program a Bee-Bot using the arrow buttons;</li> <li>• start their programming sequence again if they need to;</li> <li>• check their work for mistakes to debug a program;</li> <li>• plan and check an algorithm.</li> </ul> <p><b>Scratch Jnr/Bee-bot app:</b></p>

		<ul style="list-style-type: none"> <li>• use blocks for movement in different directions;</li> <li>• create short sets of sequenced instructions.</li> <li>• use different end blocks, including repeat forever to create different effects</li> <li>• change the size of characters to grow or shrink;</li> <li>• hide and show characters with an instruction block;</li> <li>• program two or more characters with instructions at the same time.</li> </ul>
<p>Some pupils: (GD)</p>	<p><b><u>Computing skills:</u></b></p> <ul style="list-style-type: none"> <li>• Know how procedures and techniques differ on different digital devices (eg. desktop, laptop, chromebook, iPad, etc.</li> </ul> <p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>• apply their knowledge of online safety to help others make safe choices.</li> <li>• Recall Childline contact nos.</li> <li>• Know how to find online support using CEOP or Childline website</li> </ul> <p><b><u>Paint with different colours:</u></b></p> <ul style="list-style-type: none"> <li>• know how to Format text for effect</li> <li>• know how to Resize text and images for impact</li> </ul> <p><b><u>Word processing:</u></b></p> <ul style="list-style-type: none"> <li>• Have some knowledge of the location of letters and symbols on the keyboard.</li> </ul> <p><b><u>Program a toy (beebot):</u></b></p> <ul style="list-style-type: none"> <li>• Know that 'debug' means to check and correct an algorithm</li> </ul> <p><b><u>Scratch Jnr/Bee-bot app:</u></b></p> <ul style="list-style-type: none"> <li>• know how to use a repeat block for a section of instructions and specified number of times;</li> <li>• know how to read a sequence of instructions so they can predict the behaviour of a character</li> <li>• know how to edit the colours and other features of characters or sprites;</li> </ul>	<p><b><u>Computing skills:</u></b></p> <ul style="list-style-type: none"> <li>• Confidently double click with a mouse or trackpad.</li> <li>• Save their work (in a folder) independently.</li> </ul> <p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>• save images to a folder of their choice;</li> <li>• construct an email using a computer or digital device;</li> </ul> <p><b><u>Paint with different colours:</u></b></p> <ul style="list-style-type: none"> <li>• Format text for effect</li> <li>• Resize text and images for impact</li> </ul> <p><b><u>Word processing:</u></b></p> <ul style="list-style-type: none"> <li>• Select text in different ways.</li> </ul> <p><b><u>Program a toy (beebot):</u></b></p> <ul style="list-style-type: none"> <li>• see how a product changes when they change the instructions;</li> <li>• evaluate and improve their sequence (debug).</li> </ul> <p><b><u>Scratch Jnr/Bee-bot app:</u></b></p> <ul style="list-style-type: none"> <li>• create longer sequences of more complex instructions.</li> </ul>
Key Vocabulary		Common Misconceptions
<p><b><u>Computing skills:</u></b> boot up, shutdown, click, double click, drag, drop, log on, log off, resize, save, open</p> <p><b><u>Online Safety:</u></b> online, world wide web, internet, search engine, e-mail, digital</p> <p><b><u>Paint with different colours:</u></b> FONT, tool, program/app, open, close, save, select, fill, undo, redo, text</p> <p><b><u>Word processing:</u></b> shift, space, enter, bold, italic, underline, font, backspace, delete, select, edit, undo, redo, format</p> <p><b><u>Program a toy (beebot):</u></b> program, algorithm, debug</p>		<p><b><u>Computing skills:</u></b> Not double 'tapping'/'clicking' at the right speed (too fast/too slow) Not holding down a 'click' or a 'tap' to 'drag' an item Forgetting logon details Forgetting to log off</p> <p><b><u>Online Safety:</u></b> It's on the internet it must be true The first thing on a search engine result list is the best</p> <p><b><u>Paint with different colours:</u></b> closing program/app before saving work</p>

<p><b>Scratch Jnr/Bee-bot app:</b> sprite, command, sequence, end block, loop, character, background, image</p>	<p>repeatedly 'tapping'/'clicking' rather than waiting for program/app to load</p> <p><b>Word processing:</b> Using CAPS lock to type capital letters</p> <p><b>Program a toy (beebot):</b> Instructions/algorithms are not precise enough or contain ambiguities (eg: ".. turn.. that way...[point]"")</p> <p><b>Scratch Jnr/Bee-bot app:</b> Do not realise how to 'bracket' commands within a repeat loop so all actions are repeated. Forget to reset position of character before re-testing written algorithm</p>
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Year 2	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>• know what 'digital footprint' means;</li> <li>• know when to ask an adult for advice about accessing a website;</li> <li>• know what to do if a website makes them uncomfortable;</li> <li>• know how to safely search for information online;</li> <li>• know how people can use the information they put online;</li> <li>• know how to use keywords to give better search results;</li> <li>• know what people might want to know about a website in order to determine its usefulness;</li> <li>• know what to do if they think someone is being unkind to them online;</li> </ul> <p><b>Using the internet:</b></p> <ul style="list-style-type: none"> <li>• know how to search using the words "for kids";</li> <li>• know how to blog safely and responsibly.</li> <li>• know where to find the address of a link;</li> </ul> <p><b>Computer Art:</b></p> <ul style="list-style-type: none"> <li>• know how to access an appropriate program for achieving a specific task;</li> <li>• know how to alter the formatting of a tool to adjust the colour or size.</li> <li>• recreate a piece of art using a computer program;</li> <li>• know how to manipulate shapes and objects to recreate an art style.</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Know how to Insert slides, add and type in a text box.</li> <li>• know how to Create folders.</li> <li>• know how to Print files.</li> <li>• know how to Add images.</li> <li>• know how to Format text and text boxes</li> </ul> <p><b>Preparing for programming:</b></p> <ul style="list-style-type: none"> <li>• Know what a 90° turn is(a quarter turn).</li> <li>• Know what properties makes squares and rectangles.</li> </ul> <p><b>Programming:</b></p>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>• identify keywords that will give good search results;</li> <li>• use a website to search for information;</li> <li>• begin to identify possible dangers online;</li> <li>• identify websites suitable for their age;</li> <li>• talk about what people might want to know about a website;</li> <li>• give their opinion about a website;</li> <li>• say what they like and dislike about a website;</li> <li>• begin to consider who a website could be aimed at;</li> <li>• choose appropriate websites for their age.</li> <li>• identify possible dangers online;</li> <li>• identify who a website could be aimed at;</li> <li>• identify unkind online behaviour;</li> <li>• safely search for information online;</li> </ul> <p><b>Using the internet:</b></p> <ul style="list-style-type: none"> <li>• follow a weblink;</li> <li>• search safely</li> <li>• identify search results that will give some useful information;</li> <li>• log in and post a blog or comments.</li> </ul> <p><b>Computer Art:</b></p> <ul style="list-style-type: none"> <li>• switch between program tools to produce different techniques;</li> <li>• recreate a piece of art using a computer program;</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• create and organise a presentation that uses text, and images effectively.</li> </ul> <p><b>Preparing for programming:</b></p> <ul style="list-style-type: none"> <li>• Turn accurately 90° (a quarter turn).</li> <li>• Walk squares and rectangles.</li> <li>• Give and follow instructions.Walk forward a number of steps.</li> </ul> <p><b>Programming:</b></p>

	<ul style="list-style-type: none"> <li>• Know how to use the <i>fd</i> command.</li> <li>• Know the purpose of the '<i>Scripts Area</i>.'</li> <li>• Know how to <i>Snap</i> blocks together to combine commands.</li> <li>• Know how to Turn the turtle using <i>rt 90</i> and <i>lt 90</i>.</li> <li>• Know how to use the repeat and green flag blocks to control algorithms.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different lengths using the <i>fd</i> command.</li> <li>• Move blocks into the <i>Scripts Area</i>.</li> <li>• Snap blocks together to combine commands.</li> <li>• Draw squares and rectangles.</li> <li>• Create simple algorithms using a number of different blocks.</li> </ul>
Some pupils: (GD)	<p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>• Know what a 'digital footprint' is and how it is generated;</li> <li>• know keywords that give better search results;</li> <li>• know what to do about online dangers they identify;</li> <li>• know when and how to ask an adult for advice about accessing a website;</li> <li>• know what to do if a website makes them uncomfortable and why this is important;</li> <li>• know the course of action to take if they think someone is being unkind to them or others online;</li> </ul> <p><b><u>Using the internet:</u></b></p> <ul style="list-style-type: none"> <li>• know how to upload photos to a blog.</li> </ul> <p><b><u>Computer Art:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to select a range of appropriate tools with confidence and independence.</li> </ul> <p><b><u>Presentations:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to Format text boxes and images.</li> <li>• Know how to Reorder slides and present their presentation.</li> </ul> <p><b><u>Preparing for programming:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to Write an algorithm</li> <li>• Know how to Debug errors in an algorithm.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to write an algorithm.</li> <li>• Know how to use the repeat command.</li> </ul>	<p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>• use keywords to give better search results;</li> <li>• use a website to safely search for information;</li> <li>• identify dangers online;</li> <li>• determine whether a website is useful or not;</li> <li>• review a website;</li> <li>• identify unkind online behaviour;</li> <li>• choose a range of appropriate websites for their age.</li> </ul> <p><b><u>Using the internet:</u></b></p> <ul style="list-style-type: none"> <li>• recognise common websites to which search results are linked;</li> </ul> <p><b><u>Computer Art:</u></b></p> <ul style="list-style-type: none"> <li>• select appropriate tools with confidence and independence.</li> <li>• switch between programs/apps to produce an outcome</li> </ul> <p><b><u>Presentations:</u></b></p> <ul style="list-style-type: none"> <li>• Save files in an organised folder structure.</li> <li>• Search for files on the computer.</li> <li>• Set windows side by side.</li> </ul> <p><b><u>Preparing for programming:</u></b></p> <ul style="list-style-type: none"> <li>• Write an algorithm for a shape or a route.</li> <li>• Debug errors in an algorithm.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• write an algorithm for a shape.</li> <li>• use the repeat function to create efficient algorithms</li> <li>• Combine a range of blocks to achieve a purpose.</li> <li>• Use more than one sprite and combine algorithms.</li> </ul>
Key Vocabulary		Common Misconceptions
	<p><b><u>Online Safety:</u></b> digital footprint, online profile, blog, message, emoji, IP address</p>	<p><b><u>Online Safety:</u></b> If I delete something it disappears If it's online it MUST be true I can say what I like online noone knows it's me It's OK if an adult has set up the account for me Everyone using it is my age</p>

<p><b><u>Using the internet:</u></b> blog, blogging, comment, link,</p> <p><b><u>Computer Art:</u></b> copy, paste, clone, reduce, enlarge</p> <p><b><u>Presentations:</u></b> slide, insert, reorder, copy, paste, cut, format,</p> <p><b><u>Preparing for programming:</u></b> algorithm, debug, syntax, command</p> <p><b><u>Programming:</u></b> snap, blocks, fd, scripts area, rt, lt,</p>	<p>Top of the search list is the best website</p> <p><b><u>Using the internet:</u></b> All blogs are true/have definitely happened Noone knows it m</p> <p><b><u>Presentations:</u></b> Getting too focused on design (eg text colours, font style, etc.) rather than quality and clarity of information.</p> <p><b><u>Preparing for programming:</u></b> Using repeated commands, instead of the 'REPEAT' command Giving vague or ambiguous instructions: eg turn 90 or turn left</p> <p><b><u>Programming:</u></b> Making careless syntax errors which prevent 'correct' algorithms working</p>
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Year 3	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>• know the signs of cyberbullying;</li> <li>• know 'a safe person to tell' if they encounter cyberbullying;</li> <li>• know that cyberbullying can happen via a range of devices;</li> <li>• know how companies use websites to promote products;</li> <li>• know how to create a strong password;</li> <li>• know why a strong password is important;</li> <li>• know what privacy settings are;</li> <li>• know the benefits and issues with email as a form of communication;</li> <li>• know how to write an email with an address and subject and how the format/layout differs from a handwritten letter</li> <li>• know how to safely send an email;</li> <li>• know how to safely receive an email;</li> <li>• know some positive and negative aspects of online communities;</li> <li>• know some of the differences between communication in real life and online;</li> <li>• know how cyberbullying can happen via a range of devices;</li> <li>• know how companies use websites to promote products;</li> <li>• create a strong password, explaining why it is important;</li> <li>• explain what privacy settings are and how to use them safely;</li> <li>• know how to write a clear email, explaining why an address and subject is important;</li> <li>• know how to safely send and receive emails;</li> <li>• explain what an online community is, giving examples of ones they are a part of;</li> <li>• identify and explain the features of different forms of online communication;</li> <li>• know the positive and negative aspects of online communities;</li> <li>• know the differences between communication in real life and online;</li> </ul> <p><b><u>Internet:</u></b></p>	<p><b><u>Online Safety:</u></b></p> <ul style="list-style-type: none"> <li>• recognise cyberbullying;</li> <li>• identify a safe person to tell if they encounter cyberbullying;</li> <li>• identify adverts online;</li> <li>• identify a targeted advert;</li> <li>• identify an email that they should not open;</li> <li>• identify online communities they are a part of;</li> <li>• identify different forms of online communication;</li> <li>• discuss the differences between communication in real life and online;</li> <li>• communicate their ideas with a group clearly and listen to others' contributions;</li> <li>• recognise and define cyberbullying;</li> <li>• identify safe people to report cyberbullying to;</li> <li>• identify a range of targeted online adverts;</li> <li>• identify an email that may be unsafe to open, explaining why;</li> <li>• communicate their ideas with a group clearly, listening to others' contributions and making connections;</li> <li>• apply their learning to a planning activity.</li> </ul> <p><b><u>Internet:</u></b></p> <ul style="list-style-type: none"> <li>• To know and understand how word order affects the results returned.</li> <li>• They will know how to bookmark or favourite a page and name different types of online communication.</li> <li>• Children will know what to do if they feel uncomfortable when communicating online.</li> <li>• They will be able to identify how they should behave online.</li> <li>• Identify which word order gives the better results when searching online and be able to support this with examples.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know and understand how word order affects the results returned.</li> <li>• They will know how to bookmark or favourite a page and name different types of online communication.</li> <li>• Children will know what to do if they feel uncomfortable when communicating online.</li> <li>• They will be able to identify how they should behave online.</li> <li>• Identify which word order gives the better results when searching online and be able to support this with examples.</li> <li>• They will be able to share a webpage with others.</li> <li>• Children will be able to research the different types of online communication used by their peers.</li> </ul> <p><b><u>Word processing:</u></b></p> <ul style="list-style-type: none"> <li>• Know the purpose of the undo and redo.</li> <li>• Know how to Make text bold, italic or underline.</li> <li>• Select text in different ways.</li> <li>• Know how to Change case.</li> <li>• Know how to Align text.</li> <li>• Select single words.</li> <li>• Know how to Cut, copy and paste text</li> <li>• Know how to Format the font.</li> <li>• Know how to Insert images.</li> <li>• Know how to Copy a screenshot into another application.</li> </ul> <p><b><u>Presentations:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to create a simple presentation</li> <li>• Know how to create, draw, resize, format shapes</li> <li>• Know how to create a hyperlink</li> <li>• Know how to use slide transitions</li> <li>• Know how to Insert audio and video files</li> <li>• Know how to record audio onto a slide</li> </ul> <p><b><u>Desktop publishing:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to Draw objects.</li> <li>• Know how to Insert text boxes and images</li> <li>• Know how to Order and group objects.</li> <li>• Know how to Move, resize and arrange text boxes and images.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• know how to Create and debug algorithms to draw regular polygons using the repeat command/ block</li> <li>• know how to Draw shapes with spaces between using penup and pendown</li> <li>• know how to Change and alter the pen settings</li> </ul>	<ul style="list-style-type: none"> <li>• They will be able to share a webpage with others.</li> <li>• Children will be able to research the different types of online communication used by their peers.</li> </ul> <p><b><u>Word processing:</u></b></p> <ul style="list-style-type: none"> <li>• Use undo and redo to edit work</li> <li>• Make text bold, italic or underline for impact and to enhance text</li> <li>• Select text in different ways.</li> <li>• Use <b>shift</b> to Change case.</li> <li>• Align text for effect (eg. centre titles)</li> <li>• Select single words.</li> <li>• Cut, copy and paste text.</li> <li>• Format the font for effect as appropriate</li> <li>• Use a secure password.</li> <li>• Use &lt;ctrl&gt; keyboard shortcuts to perform functions and commands efficiently.</li> </ul> <p><b><u>Presentations:</u></b></p> <ul style="list-style-type: none"> <li>• create a branching story</li> <li>• copy and organise slides appropriately</li> </ul> <p><b><u>Desktop publishing:</u></b></p> <ul style="list-style-type: none"> <li>• Draw objects showing good mouse/track pad control</li> <li>• Insert text boxes and images effect &amp; to make layout changes efficiently.</li> <li>• Order and group objects efficiently and for effect</li> <li>• Move, resize and arrange text boxes and images effectively and for effect.</li> </ul>
Some pupils: (GD)	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• recognise and define cyberbullying and the affect it has;</li> <li>• give examples of people they can report cyberbullying to and explain why they are good choices;</li> <li>• give examples of how cyberbullying can happen via a range of devices;</li> </ul>	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• identify a range of targeted online adverts and how they are used;</li> <li>• discuss the benefits and disadvantages of email as a form of communication;</li> <li>• communicate their ideas with a group clearly, listening to others' contributions, making connections and suggesting improvements;</li> </ul>

<ul style="list-style-type: none"> <li>• explain how companies use websites and other online methods to promote products;</li> <li>• create a strong password, explaining why it is important and giving tips to help others create a strong password;</li> <li>• explain what privacy settings are, why they are important and how they can be used safely;</li> <li>• explain how to identify an email that may be unsafe to open;</li> <li>• write a clear email, explaining why an address and subject is important, and know how to send it;</li> <li>• explain what an online community is and how people belong to them;</li> <li>• identify and explain different forms of online communication;</li> </ul> <p><b>Internet:</b></p> <ul style="list-style-type: none"> <li>• Know why particular results are returned by a search engine.</li> <li>• Know who can access their online communication when they use different forums.</li> <li>• know how and why online activity leaves a digital footprint.</li> </ul> <p><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>• Know how to Format images.</li> <li>• Know how to use the Snipping Tool.</li> <li>• know the purpose of bullets and numbering</li> <li>• Know how to insert and format text boxes.</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Know how to use animations</li> <li>• Know how to set when an audio/video file plays</li> </ul> <p><b>Desktop publishing:</b></p> <ul style="list-style-type: none"> <li>• know how to create a layout of objects</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Know the angles in regular/common 2D shapes</li> <li>• know how to create and debug algorithms</li> </ul>	<ul style="list-style-type: none"> <li>• choose and apply their learning to a planning activity.</li> </ul> <p><b>Internet:</b></p> <ul style="list-style-type: none"> <li>• Use word order to provide better search engine results</li> <li>• Use appropriate safety measures to restrict who has access to their online communications</li> <li>• take appropriate steps to minimise their digital footprint when using the internet.</li> </ul> <p><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>• Select text in different ways.</li> <li>• Format images for effect and impact</li> <li>• Use an effective layout.</li> <li>• Use bullets and numbering to present information clearly and effectively.</li> <li>• Insert and format text boxes to enhance layout of informatio</li> </ul> <p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• use most appropriate audio/video file formats</li> <li>• evaluate slide layout and presentations</li> </ul> <p><b>Desktop publishing:</b></p> <ul style="list-style-type: none"> <li>• Manipulate objects confidently</li> <li>• create layouts with no unnecessary space using colour and font effectively.</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Draw regular polygons using Logo to calculate the angle</li> <li>• Create and debug algorithms to draw patterns by repeating regular polygons</li> </ul>
<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Common Misconceptions</p>
<p><b>Online safety:</b> cyberbullying, social media, spam, fishing, junk, privacy, settings, facebook, twitter, snapchat, etc.</p> <p><b>Internet:</b> access, digital footprint, access, restrictions, security, search engine</p> <p><b>Word processing:</b> ctrl (control) shortcuts, text wrapping, alignment, layout, formatting,</p> <p><b>Presentations:</b> audio, video, Mpeg, jpeg, gif, MP3, MP4, animation, snip, hyperlink, transition, playback, delay</p> <p><b>Desktop publishing:</b> order, group, resize, layout, format, alignment, layering</p> <p><b>Programming:</b> pen up/down, repeat command, settings, syntax (errors)</p>	<p><b>Online safety:</b> The internet is anonymous</p> <p><b>Internet:</b> When I delete something it disappears. Only I can view my online profile.</p> <p><b>Word processing:</b> Using CAPS instead of shift Forgetting to highlight text to change formatting of specific parts of a text. Forgetting to reset formatting after use (eg turn off bold/underline/etc.)</p> <p><b>Presentations:</b> Slides automatically follow each other Audio and video files must be 'clicked' to start playback Animations make presentations better</p> <p><b>Desktop publishing:</b> More colour and variety of font styles and sizes is always better Bigger is always better</p>

	<p><b>Programming:</b>  Forget to use 'pen up' to move without drawing a line  Forget to use 'repeat' command function to draw shapes efficiently (especially regular polygons)  syntax errors preventing program from working</p>
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Year 4	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>• know how to insert an image into a document;</li> <li>• know how to format an image;</li> <li>• know how to insert a simple table;</li> <li>• know how to change the size of the page.</li> <li>• use some of the main keyboard shortcuts;</li> <li>• know how to add a spelling to the spelling dictionary;</li> <li>• know how to add or delete rows or columns in a table;</li> <li>• know how to create a hyperlink.</li> </ul> <p><b>Animation:</b></p> <ul style="list-style-type: none"> <li>• Know and explain what is meant by animation.</li> <li>• Know how to create a series of linked frames that can be played as a short animation.</li> <li>• know how to control and adjust a time slider to locate a different point in a film clip.</li> <li>• Know how to insert images to create a simple stop-motion animation short film clip.</li> <li>• Know and describe some traditional methods of animation.</li> <li>• Understand the term 'onion skinning'</li> <li>• Know what a time slider is and how to use it</li> <li>• Know how to edit and refine images in a stop-motion animation short film clip.</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Know what simple algorithms are and identify them in programs..</li> <li>• Know how to change the colour of the pen.</li> <li>• Know how to write text using the label command.</li> <li>• Know how to draw shapes using setpos or setxy.</li> <li>• Know how to fill shapes in different colours.</li> <li>• Know how to draw arcs of different sizes as required</li> </ul> <p><b>Scratch:</b></p> <ul style="list-style-type: none"> <li>• Understand and recognise a logical sequence within a program</li> <li>• Know how to debug a program they have written.</li> <li>• Understand and recognise repetition and selection in a program.</li> <li>• Know how to adjust variables within a program and understand the impact of adjustments.</li> <li>• Know how to use the duplicate function.</li> <li>• Know how to combine a range of different effects.</li> </ul>	<p><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>• select, edit and manipulate text in different ways;</li> <li>• use formatting tools to improve the layout;</li> <li>• use the spellcheck tool;</li> <li>• use some of the main keyboard shortcuts;</li> <li>• suggest ways to improve a layout;</li> <li>• apply specific effects to an image;</li> <li>• suggest ways to change a table;</li> <li>• type at an appropriate speed;</li> <li>• choose a relevant website to link a document to;</li> </ul> <p><b>Animation:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the good and bad points about some animation software.</li> <li>• Use the onion skinning technique to make slight changes to an image.</li> <li>• Use a time slider to find a specific point in a film clip to insert or edit an object.</li> <li>• Edit and refine images to create a 'smooth' stop-motion animation short film clip.</li> <li>• Compare different animation software by analysing good and bad points.</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Write procedures using simple algorithms.</li> <li>• Change the colour of the pen.</li> <li>• Write text using the label command.</li> <li>• Draw shapes using setpos or setxy.</li> <li>• Fill shapes in different colours.</li> <li>• Draw arcs of different sizes as required.</li> </ul> <p><b>Scratch:</b></p> <ul style="list-style-type: none"> <li>• Write a program which accomplishes a specific goal.</li> <li>• Debug a program they have written.</li> <li>• Use repetition and selection for effect.</li> <li>• Adjust variables within their program depending on the effect they wish to create.</li> <li>• Use the duplicate function effectively.</li> <li>• Create their own quiz by combining a range of different features and effects.</li> </ul>



<p>Some pupils: (GD)</p>	<p><b><u>Word processing:</u></b></p> <ul style="list-style-type: none"> <li>• know how to change a homophone that is in the incorrect form;</li> <li>• know how to format the borders of the cells within a table;</li> <li>• know how to change the background colour of the page;</li> <li>• know how to format a hyperlink.</li> </ul> <p><b><u>Animation:</u></b></p> <ul style="list-style-type: none"> <li>• Explain how computer software has improved animation techniques.</li> <li>• Know how to edit and refine still images with multiple layers of onion skins.</li> <li>• Know how to use webcam or digital camera to create their own images for a stop-motion animation short film clip.</li> <li>• Know the limitations of animation software</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to create algorithms and procedures.</li> </ul> <p><b><u>Scratch:</u></b></p> <ul style="list-style-type: none"> <li>• Know the features of a well designed program.</li> <li>• Know how to analyse software to check it is fit for purpose, recognising 'good' features</li> </ul>	<p><b><u>Word processing:</u></b></p> <ul style="list-style-type: none"> <li>• apply their knowledge of tools and techniques to improve the layout of a document;</li> <li>• find an appropriate place to insert a hyperlink.</li> </ul> <p><b><u>Animation:</u></b></p> <ul style="list-style-type: none"> <li>• Explain how computer software has improved animation techniques.</li> <li>• Make extensive use of a time slider to animate multiple objects simultaneously.</li> <li>• suggest ways to overcome/minimise the effect of animation software limitations.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• Use sophisticated algorithms and procedures to program efficiently..</li> </ul> <p>Include procedures with variables.</p> <p><b><u>Scratch:</u></b></p> <ul style="list-style-type: none"> <li>• Successfully decompose a problem into its smaller parts.</li> <li>• Analyse the software to check it is fit for purpose.</li> <li>• Use their existing knowledge to experiment and innovate when programming.</li> </ul>
<p>Key Vocabulary</p>		<p>Common Misconceptions</p>
	<p><b><u>Word processing:</u></b> format, borders, hyperlink, insert, table, shortcut, spellcheck, rows, columns, image, resize.</p> <p><b><u>Animation:</u></b> onion skinning, stop animation, time slider, frame, frames per second, clip, layers, shot, close-up, wide-angle, plan view, panning shot, pan-left, pan-right, foreground, background, focus.</p> <p><b><u>Programming:</u></b> algorithm, procedure, sophisticated,</p> <p><b><u>Scratch:</u></b> analyse, decompose, 'fit for purpose', logical sequence, debug, variable, repetition</p>	<p><b><u>Word processing:</u></b> forgetting to hold down ctrl key when using keyboard shortcuts, Links to 1st website they find NOT most appropriate Typing website name and not full web address Confusion between formatting whole table and individual cell</p> <p><b><u>Animation:</u></b> Not making changes small enough between shots so animation is jerky rather than smooth Not using enough shots to create smooth animation Using incorrect 'playback' speeds: too fast/ too slow Not keeping the camera/recording device in a 'fixed'/'static' position.</p> <p><b><u>Programming:</u></b> Syntax errors - leaving/not leaving spaces within program code Forgetting to start new code command on a new line</p> <p><b><u>Scratch:</u></b> Understanding how the = works in coding (i.e. means becomes or is now, rather than the same as.... eg. A=A+1 means: make the variable A bigger by 1)</p>

Year 5	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p><b>Online safety:</b></p> <ul style="list-style-type: none"> <li>• Know what spam email is;</li> <li>• explain what to do with spam email;</li> <li>• understand why they should cite a source;</li> <li>• know the rules for creating a strong password;</li> <li>• know that not everything they see online is true;</li> <li>• explain how to stay safe online;</li> <li>• know how to alter a photograph</li> </ul> <p><b>Internet:</b></p> <ul style="list-style-type: none"> <li>• Know the main features and common layouts popular webpages use.</li> <li>• Know how to create a new webpage with a chosen layout and format text in the webpage.</li> <li>• Know how to search for images that can be used in documents.</li> <li>• Know how to insert and format an image in a webpage.</li> <li>• Know how to create a hyperlink.</li> <li>• Know how to share a webpage so it can be viewed by anyone.</li> <li>• Know the advanced features of Google's web search and how to use them.</li> <li>• understand web address endings .com, .co.uk, .org, etc.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Know how to record and play their own sounds in recording software</li> <li>• Know how to import an existing sound file into recording software to play</li> <li>• Know how to improve recordings by re-recording</li> <li>• know how to locate and download existing sound files to be imported into recording software</li> <li>• Know how to combine two or more tracks to make a new, original recording</li> </ul> <p><b>:Programming (games):</b></p> <ul style="list-style-type: none"> <li>• know how to move and edit blocks as part of an algorithm.</li> </ul> <p><b>Programming (control):</b></p> <ul style="list-style-type: none"> <li>• Know simple flowchart features and symbols.</li> <li>• Know how to insert symbols into a flowchart.</li> <li>• Know how to add inputs into a flowchart.</li> <li>• Know the program requirements for a simple control sequence.</li> <li>• Know how to modify symbols in a flowchart</li> <li>• Know about flowchart decisions and subroutines.</li> <li>• Know how to program inputs and outputs.</li> </ul>	<p><b>Online safety:</b></p> <ul style="list-style-type: none"> <li>• identify a spam email;</li> <li>• create a strong password using a set of rules;</li> <li>• recognise untrue/true online content (using advanced search features);</li> <li>• stay safe online;</li> <li>• identify unsafe online behaviour.</li> <li>• identify a dangerous spam email;</li> <li>• create multiple strong passwords for use across different platforms;</li> <li>• spot citations online;</li> <li>• identify altered photographs and images online.</li> </ul> <p><b>Internet:</b></p> <ul style="list-style-type: none"> <li>• Comment on the features and layout of a webpage by recognising 'good' features.</li> <li>• Choose and use an effective layout and text format to create an effective and engaging webpage.</li> <li>• Independently search for and select suitable images to support/enhance digital documents..</li> <li>• Use hyperlinks appropriately to make links within a digital document.</li> <li>• Use hyperlinks appropriately to make links to external digital media.</li> <li>• Use the advanced features of Google's web search to make precise, refined and focused searches that generate more positive 'hits' (results).</li> <li>• Use advanced search features to determine the reliability of webpages (inc' 'link to' command)</li> <li>• read web addresses to determine more reliable webpages</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate software for sound recording</li> <li>• Plan and record a radio advert</li> <li>• Listen to and improve on their own recordings by re-recording</li> <li>• Plan and record appropriate audio content for a podcast</li> <li>• Evaluate what features makes good quality audio content</li> </ul> <p><b>:Programming (games):</b></p> <ul style="list-style-type: none"> <li>• program an algorithm as a sequence of game instructions with actions and consequences.</li> </ul> <p><b>Programming (control):</b></p> <ul style="list-style-type: none"> <li>• Follow a simple flowchart.</li> <li>• use learnt symbols to create a simple flowchart.</li> <li>• Identify conventional symbols, understanding the process of each stage.</li> <li>• Create a program to control a simple sequence.</li> <li>• Modify symbols in a flowchart for effect and to produce different outputs/outcomes.</li> <li>• Create flowcharts for multiple inputs and outputs.</li> </ul>

		<ul style="list-style-type: none"> <li>• create an effective control programming sequence using decisions and subroutines.</li> </ul>
<p>Some pupils: (GD)</p>	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• explain the steps to take to avoid receiving spam;</li> <li>• know how to cite a website;</li> <li>• explain why having a strong password is important;</li> <li>• understand how false photographs can make people feel bad about themselves.</li> </ul> <p><b><u>Internet:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and explain bias and authority in webpages.</li> <li>• Know how to use the different share settings in Google Sites.</li> <li>• know what ~ means in a web address</li> </ul> <p><b><u>Presentation:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to enhance sound recordings using software effects</li> <li>• Understand what 'suitability' means when referring to digital sound content</li> <li>• Know how to present audio information confidently and clearly</li> </ul> <p><b><u>:Programming (games):</u></b></p> <ul style="list-style-type: none"> <li>• know how to add additional effects and features, such as sound or point scoring.</li> </ul> <p><b><u>Programming (control):</u></b></p> <ul style="list-style-type: none"> <li>• know how to construct a flowchart solution, organized into multiple subroutines.</li> <li>• know the program features required to control a sequence with variables.</li> </ul>	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• take steps to avoid receiving spam;</li> <li>• cite a website for content you have used;</li> </ul> <p><b><u>Internet:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise bias and authority in webpages.</li> <li>• use the different share settings in Google Sites to share their work with an appropriate audience.</li> </ul> <p><b><u>Presentation:</u></b></p> <ul style="list-style-type: none"> <li>• Enhance sound recordings using software effects when appropriate</li> <li>• Be discerning about the digital content of existing sound files and their suitability</li> <li>• Rehearse and improve script ideas based on their own evaluation</li> <li>• Present audio information confidently and clearly and appropriate for their intended audience.</li> </ul> <p><b><u>:Programming (games):</u></b></p> <ul style="list-style-type: none"> <li>• add additional effects and features, such as sound or point scoring, to enhance the appeal of a game.</li> </ul> <p><b><u>Programming (control):</u></b></p> <ul style="list-style-type: none"> <li>• Solve a given problem independently with a flowchart solution, organized into multiple subroutines.</li> <li>• Create a program to control a sequence with variables.</li> </ul>
Key Vocabulary		Common Misconceptions
	<p><b><u>Online safety:</u></b> spam, email, cite, filter, security, virus, fishing, malware, attachment, source, sender, recipient, address bar, content,</p> <p><b><u>Internet:</u></b> webpage, html, image, search engine, hits, bias, authority, layout</p> <p><b><u>Presentation:</u></b> audio (file), rehearse, edit, clip, snip, playback, reverb, distortion, podcast, blog, e-book, app smashing (using multiple apps to create content)</p> <p><b><u>Programming (games):</u></b> character, sprite, pixel, background, algorithm, block, sequence, function, command, input, output, user, player</p> <p><b><u>Programming (control):</u></b> flowchart, input, output, procedure, subroutine, sequence, variable, decision</p>	<p><b><u>Online safety:</u></b> opening all emails &amp; or attachments before checking reliability of source/sender</p> <p><b><u>Internet:</u></b> 'Top' search 'hits' are best If it is on the internet it must be true syntax errors within HTML coding</p> <p><b><u>Presentation:</u></b> recording too close to microphone, creating reverb talking too quickly during recording so playback is hard to understand/follow forgetting to delete unwanted content when recording and editing re-recording audio instead of editing or copying and pasting existing audio files</p> <p><b><u>Programming (games):</u></b> forgetting to program for alternative 'player' choices characters 'float' above background rather than 'through' it.</p> <p><b><u>Programming (control):</u></b> creating only 1 'route' of successful outcomes (no decisions for other possibilities included in flowchart) not following flowchart conventions for 'flow' lines (i.e. only horizontal and vertical)</p>

Year 6	Key Knowledge	Key Skills
<p>Almost all pupils: (WT and EXE)</p>	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• say what bullying and cyberbullying are;</li> <li>• say how people should deal with cyberbullying;</li> <li>• know how to notify / seek help from outside agencies (e.g. Childline, CEOP)</li> <li>• know how to submit a report about cyberbullying (eg. to CEOP/Childline)</li> <li>• understand why I should ask an adult if I am unsure;</li> <li>• explain what to do if I am asked or told something online which makes me uncomfortable;</li> <li>• explain some of the dangers of revealing personal information to an online friend;</li> <li>• understand how a stereotype can be harmful.</li> <li>• know how to look in the address bar of a website to check for security;</li> <li>• explain why someone might have an online friendship;</li> <li>• explain what the SMART acronym means;</li> <li>• know what the 'lock sign' is and where to find it.</li> <li>• explain what a stereotype is;</li> </ul> <p><b><u>Presentations (film making):</u></b></p> <ul style="list-style-type: none"> <li>• know how to search for relevant information using appropriate websites;</li> <li>• know how to operate a digital video camera (or similar device) to record;</li> <li>• know what questions are suitable to ask an interviewee;</li> <li>• know how to import video files into video editing software.</li> <li>• know how to frame an appropriate filming shot in different ways;</li> <li>• know how to arrange video files to form a complete film.</li> </ul> <p><b><u>Spreadsheets:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to Enter text and numbers into a spreadsheet.</li> <li>• Know how to use the SUM function.</li> <li>• Be able to enter formulae into cells.</li> <li>• Know how to use further functions including AVERAGE, MIN and MAX.</li> <li>• know how to create graphs.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to Animate characters with movement and speech in a story scene.</li> <li>• Know how to Use broadcast and receive blocks correctly in code.</li> <li>• Know how to Use show and hide blocks correctly in code.</li> <li>• Know how to Structure and sequence the animation of characters in each scene.</li> <li>• Know how to Use the repeat command to create animation effect.</li> </ul> <p><b><u>Programming (games):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to Open and navigate the programming environment using keyboard or mouse.</li> <li>• know how to Add objects to a world and program</li> <li>• know how to Program a character to move around a track.</li> <li>• know how to Create a path for a character to follow.</li> <li>• know how to 'read' command codes that control (character) actions</li> <li>• know how to Use tools to change things within the game environment</li> <li>• Know how to Decompose code into smaller parts•</li> </ul>	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• identify warning signs that a website might not be secure;</li> <li>• identify personal information;</li> <li>• choose an appropriate action online to stay safe;</li> <li>• identify a situation I should be careful in online;</li> <li>• look in the address bar of a website so check for security;</li> <li>• identify the lock symbol in an address bar;</li> <li>• compare gender stereotypes.</li> </ul> <p><b><u>Presentations (film making):</u></b></p> <ul style="list-style-type: none"> <li>• plan and write a script using appropriate software;</li> <li>• plan suitable questions to ask an interviewee;</li> <li>• plan additional elements for film-making such as locations and props;</li> <li>• evaluate whether information is reliable or not;</li> <li>• speak clearly into the camera when being recorded;</li> <li>• frame an appropriate filming shot (when interviewing) for effect;</li> <li>• edit and arrange video files to form a complete film.</li> </ul> <p><b><u>Spreadsheets:</u></b></p> <ul style="list-style-type: none"> <li>• Identify and refer to cells by row and column.</li> <li>• Edit data and discuss the effect on results.</li> <li>• Create statistically appropriate graphs relevant to their data</li> <li>• Design their own spreadsheet for a specific purpose.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate characters to match a scene.</li> <li>• Create a sequence of story scenes with added audio.</li> <li>• Make a character visible or invisible at the correct times.</li> </ul> <p><b><u>Programming (games):</u></b></p> <ul style="list-style-type: none"> <li>• Plan and design the features of an original virtual environment.</li> <li>• Follow instructions given in the programming game environment.</li> <li>• Describe the actions of a sequence of commands.</li> <li>• explain code in their own words.</li> <li>• Create a 'track' with an end goal for a game.</li> <li>• Program a character to follow a path.</li> </ul>

<p>Some pupils: (GD)</p>	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• explain why cyberbullying can be as harmful as in-person bullying;</li> <li>• know the typical features of gender stereotyping in a media message.</li> </ul> <p><b><u>Presentations (film making):</u></b></p> <ul style="list-style-type: none"> <li>• know how to structure the timing of sections;</li> <li>• know how to cross-check information;</li> <li>• know how to preview a movie project using software</li> </ul> <p><b><u>Spreadsheets:</u></b></p> <ul style="list-style-type: none"> <li>• know how to Enter and edit text.</li> <li>• Understand the advantages of spreadsheets over comparative manual methods.</li> <li>• know how to Select data and create graphs with appropriate formatting.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to use rapid costume changes to give an animation effect.</li> <li>• Know how to Add interactive features to a scene.</li> <li>• Know how to Program the use of a single button to control background changes.</li> </ul> <p><b><u>Programming (games):</u></b></p> <ul style="list-style-type: none"> <li>• know how to View existing code</li> <li>• know how to copy and paste code from existing projects</li> <li>• know how to Edit and refine game code</li> <li>• know how to Adjust character and path settings</li> </ul>	<p><b><u>Online safety:</u></b></p> <ul style="list-style-type: none"> <li>• find a link to a privacy policy;</li> <li>• identify a gender stereotype in a media message.</li> </ul> <p><b><u>Presentations (film making):</u></b></p> <ul style="list-style-type: none"> <li>• structure the timing of sections to meet a given running time;</li> <li>• use a variety of camera angles and shots to record;</li> <li>• improvise and react to responses by an interviewee;</li> <li>• refine a project based on the preview;</li> </ul> <p><b><u>Spreadsheets:</u></b></p> <ul style="list-style-type: none"> <li>• Use Numbers and formulae purposefully and independently.</li> <li>• Explore further functions.</li> <li>• Design their own spreadsheet for a specific purpose and present it appropriately.</li> </ul> <p><b><u>Programming:</u></b></p> <ul style="list-style-type: none"> <li>• Control smooth transitions between characters, scenes and audio.</li> </ul> <p><b><u>Programming (games):</u></b></p> <ul style="list-style-type: none"> <li>• View existing code and explain how it works.</li> <li>• Create unique worlds with particular attention to detail in the addition of appropriate objects.</li> <li>• Use ideas from existing codes to adapt and write their own programs.</li> <li>• Edit and refine a race track design to improve playability.</li> <li>• Adjust character and path settings to create an appealing game.</li> </ul>
<p>Key Vocabulary</p>		<p>Common Misconceptions</p>
<p><b><u>Online safety:</u></b> cyberbullying, stereotypes, bias, privacy, policy, SMART, security, personal data, lock symbol, https, gender, link, symbol, acronym</p> <p><b><u>Presentations (film making):</u></b> close up, wide angle, plan view, pan (up/down/left/ right), zoom, interviewer, interviewee, edit, clip, bias, integrity, timing sections, project, post production, shot</p> <p><b><u>Spreadsheets:</u></b> cell, column, row, data, function, format, formula(e), statistics, reference, discrete data, continuous data</p> <p><b><u>Programming:</u></b> character, broadcast, blocks, code, receive block, repeat, repeat blocks, function, sequence, animate, hide, show</p> <p><b><u>Programming (games):</u></b> adjust, edit, refine, path, environment, decompose, tools,</p>		<p><b><u>Online safety:</u></b> Noone can find out who sent the message (assumed anonymity) I can say anything I like online (The internet has no rules) If a website is 'secure (padlock) then I am safe (it is safe to use) When I delete something it disappears</p> <p><b><u>Presentations (film making):</u></b> refilming clips rather than editing in 'post production' not adjusting shot frame or keeping shot frame still for effect / clarity.</p> <p><b><u>Spreadsheets:</u></b> confusing cell columns and rows when cell referencing forgetting to use = sign when entering formulae using letters and words (often as units of measure) instead of purely numerical data syntax errors created by 'clicking' on next cell before completing formulae (so cell gets added to formula) confusing mathematical number sentence format with spreadsheet function formats (eg. A=A+1 is mathematically wrong but function accurate) using charts/graphs that 'look pretty' but are statistically and mathematically wrong switching columns and rows when trying to create charts</p> <p><b><u>Programming:</u></b></p>

changes are too large/dramatic so animation is 'jerky' rather than smooth  
hide/show commands used in away that makes characters appear/vanish in  
unnatural way

coding syntax errors

forgetting to structure / sequence code making it hard to follow/edit

**Programming (games):**

coding syntax errors

only programming for the 'correct' path through the game