

Create and Communicate Progression of Skills

All Create and Communicate Units Should Include These Digital Skills
























<p>Saving and Retrieving</p> <p>Children will be taught how to start a new project, save it and retrieve it later.</p>	<p>Typing Skills</p> <p>Typing skills will be introduced in Year 1 and a desirable outcome is that children will type with increasing speed by the end of Year 6.</p>	<p>Researching by searching and selecting</p> <p>This strand teaches children how to use advanced search techniques for better search results.</p>
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











Units to Teach (1 strand = 1 half term)




















<p>Images (See Page 3)</p> <p>This strand teaches photography and digital image skills. How to capture, edit and use photographs. How to design and create digital art, edit and use them.</p>	<p>Sound Engineering (See Page 4)</p> <p>The strand teaches sound and audio skills. Children make podcasts and radio shows. It should not be taught as cross-curricula link with Music as composition.</p>	<p>Video (See Page 4)</p> <p>Children consume more video now than ever before. This strand teaches them to create video rather than consume it, to become creators of this media type.</p>	<p>Data Handling (See Page 5)</p> <p>This strand teaches children how to use spreadsheets and tables to aid their calculations, models and investigations. They learn how to input data and present it as charts or graphs. They will use graphs and charts to answer questions and support their argument/opinion. Data handling also teaches how to search/select and use formulas to use large data sets quickly.</p>
<p>Digital Artefact: poster, word processed document, digital book (See Page 6)</p>	<p>Digital Artefact: podcast or radio show (See Page 4)</p>	<p>Digital Artefact: animation, film or documentary (See Page 4)</p>	<p>Digital Artefact: spreadsheet, slide show presentation of findings (See Page 6)</p>




















Each Unit Should Conclude With a Digital Artefact to Present and Evaluate

<p>Presenting Digital Artefacts (See Page 6)</p> <p>Children learn to create and communicate with their own images in posters, digital books, word processed reports/documents/articles, slideshow presentations of data, films or documentaries and radio/podcast shows.</p> <p>Technology is an effective way of organising and presenting findings or messages to an audience. Over the years, children need to refine their presentation skills to ensure their message is communicated appropriately.</p> <p>When presenting work, children are bringing together their skills of images, film, sound and data. They will apply their typing and mouse skills, save/retrieve their projects.</p>	<p>Evaluating Digital Artefacts (See Page 7)</p> <p>After presenting work, children need to evaluate their use of technology in communicating their findings or messages to an audience.</p> <p>In this strand children will decide if their skills have been used appropriately and effectively.</p>
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	Foundation	Year1	Year 2	Year3	Year4	Year5	Year 6
Typing & Mouse Skills	F2 Type own name Enter single letters on a keyboard Use a mouse/track pad on a computer	Use space bar to make spaces between words Use backspace to delete letters/words Make a new line with enter key	Use space bar only once between words Use cursor/touch to find the letter/word to delete with backspace Copy/Paste text and images by using the icons in the software Use caps lock for a capital	Use index fingers on keyboard: they sit on the home keys (f/j) from there use Thumbs for pressing the space bar. Use Left fingers for a s d f g Use right fingers for h j k l Use enter key for new line. Use shift key for a capital.	Touch type with increasing speed by using fingers to reach from top line keys, resting index fingers on home keys (f/j) Work with 2 windows snapped to the sides of the screen when finding information Use keyboard shortcuts for cut, paste and delete	Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys. Use keyboard shortcuts for cut, paste and delete	• Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys.
Possible resources	 Book creator beebot  Tux type Primary games website	 Book creator Pages  tux type	 book creator Pages 	 book creator pages  Dancemat (BBC) Typingclub.com 2 type Tux type	 https://touchfire.com/typingtutor/ Pages  Dancemat (BBC) Typingclub.com 2 type Tux type	 https://touchfire.com/typingtutor/ Pages  Dancemat (BBC) Typingclub.com 2 type Tux type	 https://touchfire.com/typingtutor/  Pages Dancemat (BBC) Typingclub.com 2 type Tux type
Saving and retrieving	F2 Recognise save icon Use new page icon Make choices from a range of software/apps	Upload photographs and videos to class SeeSaw account. Open specific software on device	Upload photographs and videos to class SeeSaw account Open a file on the school network	Save work on the school network, renaming different versions (File_Name V1, File_Name V2, File_Name V3) Upload work to class Showbie/SeeSaw	Independently navigate the network Search files and folders, sort by date Search windows explorer for a file name Upload work to class  SeeSaw/Showbi  Onedrive, dropbox, SeeSaw save to camera roll and trans	and folders confidently and save consistently. me or date e accounts for to computer ion number each save)	
Researching By Searching and Selecting information	F2 • Use map software to look at satellite and street view images of a place as a class/group	Include 'for children' in search phrase for appropriate results. Use 'images' and 'web' tab to find information	• Search the internet for information by selecting 'web' 'images' 'videos' and 'news' tabs after searching.	Locate a webpage using a URL.(web address) Find and save appropriate images/ text from the internet in their work • Use "quotation marks" when searching phrases for more specific results	Search a trusted source using Google by using colons : For example, search 'covid-19:bbc.co.uk' to show results from only bbc.co.uk Use 'child definition:' for an age appropriate word/phrase definition.	Remove results from searches using – Such as when searching for 'Taj Mahal' on google maps: use restaurant to remove all irrelevant Taj Mahal locations in Geography.	Use Define: to find the definition of a word or phrase Use translate: to find the English translation of a word from another language. Use tineye website to reverse search an image to find if it is original and where else it used online (fact checking)
Possible Resources	 • google earth	 • mic to dictate qu's into search engine	 • mic to dictate qu's into search engine	 • mic to dictate qu's into search engine	 • search engines	 • search engines	 • search engines
Apple Teacher Support	Using Safari: https://appleteacher.apple.com/#/asset/part/T021992A Using Maps: https://appleteacher.apple.com/#/asset/part/T021994A Dictation, Speak Selection and other Accessibility features of iPad: https://appleteacher.apple.com/#/asset/part/T021990A						

	Foundation	Year1	Year 2	Year3	Year4	Year5	Year 6
Images Everyone Can Create: Photography & Drawing	F2 Take a photograph using a tablet and using in an app Know what the shutter button is Know to focus the camera Take a photograph on a camera to use print it to cut/stick for a purpose Take portraits and landscapes Use a painting program to explore paint tools and brushes Use markup tools to draw on photographs	Use the camera to point, shoot and focus by tapping on screen on the subject. Edit a photo by drawing on top of it, adding stickers. Use a painting program to create a digital image (change colour/size of pen)	Edit photos using crop, add filters. Select and use appropriate tools to create digital image (control the pen and then flood fill the shape).	Create a digital image using brush types and pen tools Know the subject of a image: landscape or portrait.	Edit landscape photography using brightness and contrast Create a logo using a variety of brush types, pen tools and effects.	Edit photos using filters. Learn still life photography skills (Discuss photoshoping in the media/ celeb photos and body image)	Shoot and Edit photos using burst mode. Select the best image of the action shot. Use photography to capture moments in action – does the photo capture a story? (Discuss photoshoping in the media-fake news/ celeb photos and body image)
Possible resources	 Doodle Buddy  Photobooth Everyone Can Create Photography: Project 1 Activity 1 & 2  Digital camera MS paint	 Skitch Doodle buddy Notes App draw and tell photobooth chatterpix kids • Everyone Can Create Early Learners Guide Photo 1 People and Things Everyone Can Create Drawing: Emoji Activity Eveyone Can Create Early Learners Guide: Drawing 1 2 3 4	 Pigment Notes App Drawing desk Photos Everyone Can Create Drawing: Lines and Patterns activity Everyone Can Create Early Learners Guide Photo 3 Edit Photos http://kids.tate.org.uk/games/paint/	 Pigment Notes App Photos app (tap edit on the photo) Skitch Everyone Can Create Photography: 3 Scenes, 4 Action, 7 Publishing Everyone Can Create Drawing: Projects 1 and 2  Paint.net	 Photos app (tap edit on the photo) Skitch Everyone Can Create Photography: 3 Scenes, 4 Action, 7 Publishing Everyone Can Create Drawing: Project 8  https://pixlr.com/express/ PPT	 Photos app (tap edit on the photo) Skitch Everyone Can Create Photography: Portraits 5 Collages, 6 Photo Journalism, 7 Publishing Everyone Can Create Drawing: 8, 9, 10  https://pixlr.com	 Photos app (tap edit on the photo) • Everyone Can Create Photography: 6, 7 Everyone Can Create Drawing: 3 – 9  • Sketch up https://pixlr.com/express/ https://pixlr.com/editor/
Apple Teacher Support	Use the Camera: https://appleteacher.apple.com/#/asset/part/T021996A			Use the Camera: https://appleteacher.apple.com/#/asset/part/T021996A Edit Photos: https://appleteacher.apple.com/#/asset/part/T029312A			

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Video Everyone Can Create: Video	F2 Record and play a film (small world play films) Watch films back on tablet/digital camera Know red circle means record Know square means stop Know triangle/green means play	Film selfie videos Shoot directly in to the camera using record and stop. Find saved film in Camera Roll (Photos app) Animate using still photographs by adding audio over the image	Add stickers to a video Animate by moving images around the screen when recording	Use green screen to shoot and edit. add titles Trim video Shoot directly in to Clips Animate using stop motion	Add music and sound effects Add titles and transitions Insert saved video in to Clips Use green screen to film. Animate using stop motion, know to take 3 pictures of each frame.	Edit using iMovie – add titles, transition, trim video. Insert saved video into iMovie from the media library Add music/sound effects into timeline Add overlays using green screen	Use image as cutaways in iMovie or transitions. Trim videos to create a better flowing movie. Add overlays using green screen, use fade in/out
Possible resources	 iPlayer CBBC Camera App  Kidi camera	 Camera Chatterpix Everyone Can Create Early Learners Guide – Video 1 Introduce Yourself	 Clips Camera Everyone Can Create Early Learners Guide – Video 3 Tell A Story	 Clips Puppet pals Everyone Can Create Video: 1 Your First Video – all activities, 3 Animatics	 Clips Puppet pals StopMotion Everyone Can Create Video:4 Tutorials, Documentaries	 iMovie Puppet pals StopMotion Everyone Can Create Video: 5 Documentaries, 6 Mobile Reports	 iMovie StopMotion Everyone Can Create Video: All Chapters
Apple Teacher Support		Use Green Screen in iMovie: https://appleteacher.apple.c How to use Clips: https://appleteacher.apple.c/en/EMEIA?backTo=%23%2Fhen/EMEIA	Use Green Screen in iMovie: https://appleteacher.apple.co Trimming Video in iMovie: https://appleteacher.apple.co Add Titles in iMovie: https://appleteacher.apple.co Add Music to iMovie: https://appleteacher.apple.co How to use Clips: https://appleteacher.apple.co/en/EMEIA?backTo=%23%2Fho	Use Green Screen in iMovie: https://appleteacher.apple.com/#/ass Trimming Video in iMovie: https://appleteacher.apple.com/#/ass Add Titles in iMovie: https://appleteacher.apple.com/#/ass Add Transitions to iMovie: https://appleteacher.apple.com/#/ass Enhance Movies with Cinematic Effects https://appleteacher.apple.com/#/ass			
Sound Engineering	F2 Record sounds/voices in story telling/ explanations Know red circle means record Know square means stop Know triangle/green means play	Record speech in audio recorder Know how to use stop, pause, record, play Record audio over photographs Know that a microphone records sound on a device.	Record speech in sections Layer sound effects with speech tracks Record audio onto pages of digital books	Trim speech sections Use voice effects Add intro/outro music Insert audio recordings to slide show presentations	Work with multiple layers of sound: voice and music Move tracks around in editing process Add/compose appropriate background music tracks	• Adjust the volume of each track so that some tracks are louder than others for emphasis	Add echo, fade in/out effects to voice recordings for dramatic effect Add voiceover to films
Possible Resources	 Toca band • Plastic echo mics  Talking tins Easi-speak	 Sketch-a-song Voice Memos • Garageband audio recorder Explore LiveLoops in GarageBand and play with Smart Instruments/Drum Machines Everyone Can Create Early Learners Guide: Music Rhythm and Beats, Chords and Songs, Recording Your Voice	 Sketch-a-song Voice Memos • Garageband audio recorder • Everyone Can Create Early Learners Guide: Music 1 and 2, 3 Record Your Voice	 Garageband – use smart instruments with auto play • Everyone Can Create Music: 1 Recording a Podcast • Everyone Can Create Music 2: rhythm and drumbeats, 3 chords and melodies  www.findsounds.co m Audacity	 Garageband Everyone Can Create Music: 1 Recording a Podcast Everyone Can Create Music 2: rhythm and drumbeats, 3 chords and melodies  Easi-speak + scratch  Scratch sound effects Audacity	 iMovie Garageband – use smart instr Can Create Music 2: rhythm an melodies • Everyone LC Popplet (mindmap music ide Everyone Can Create: Video –  Audacity (mindmap music id	Instruments – chords/notes: Everyone d drumbeats, 3 chords and melodies chapter 5: post production
Apple Teacher Support	Using Voice Memos: https://appleteacher.apple.com/#/ass et/part/T029313A	Using Voice Memos: https://appleteacher.apple.c Adding Audio to Pages Books: https://appleteacher.apple.c Using Live Loops in GarageBa https://appleteacher.apple.c	Using the Audio Recorder in GarageBand Error! Hyperlink reference not valid. Trimming audio in GarageBand: https://appleteacher.apple.co Add Music to iMovie: https://appleteacher.apple.co	Using Smart Instruments in GarageBan https://appleteacher.apple.com/#/ass Mixing Tracks in GarageBand: https://appleteacher.apple.com/#/ass Add Music to iMovie: https://appleteacher.apple.com/#/ass			

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Presenting Work Digitally	Word Processing	Display children's photographs. Children talk about film/photo work Make a class/group digital book with photos and sound Add photos/sound to pages of a digital book Use finger to write/draw on pages of a book	Insert photo into document or digital book Change font when word processing Insert shapes/symbols onto digital books and word processing Add new page	Record audio onto pages of digital book Edit word processing with font, colour and size Insert shapes/symbols onto digital books and word processing Move/Resize images in to correct places Delete images/videos/sound from pages	change font size in slideshows and word processing/digital book Insert video into word processing or slideshow software Use a template for word processing/slide show software Add borders to digital images in word processing or slideshows	-Use bold and underline Add backgrounds to pages/text boxes Use cut, paste and delete to organise and reorganise text on screen to suit a purpose (eg poster, newspaper article) Use font sizes and effects appropriately for audience & purpose Use a thesaurus.	Add text boxes for titles and body text to organise word processing Organise and reorganise text on document to suit a purpose	Change two elements of font for titles in word processing: font size and bold
	Slide Show Presentations		Insert photo into slideshow software Change font on slides Insert shapes/symbols onto slideshows. Add new slide	Move/Resize images in to correct places o Insert sound into word processing or slideshow software Insert shapes/symbols onto slides Delete images/videos/sound from slides Edit slides with font, colour and size	Use cut, paste to organise and reorganise text on screen Use a spell check. Insert audio recordings to slide show presentations	Add transitions to a slideshow presentation Add backgrounds to slides Use bold and underline Use cut, paste and delete to organise and reorganise text on screen to suit a purpose Use font sizes and effects appropriately for audience & purpose	Add text boxes for titles and body text to organise slide show design Hyperlink slides in a slideshow presentation Organise and reorganise text on slide to suit a purpose	Know rule of thirds for slideshow presentation Animate shapes/symbols in slideshow presentation
	Spreadsheets		Know data shows information	Know data shows information	Use a spreadsheet to collect and present data in tables and bar or pie graphs. • Collect and display survey data Use data collected to explain idea/concept	Use a spreadsheet to collect and present data, Use data collected to explain idea/concept	Answer questions about data collected and presented Explain data using visuals	Analyse and Suggest changes/solutions from data evidence Explain data using visuals
Possible resources		 Pic Collage  Pages Book Creator	 Book creator  Pages Keynote  popplet  powerpoint	 Book creator  Pages Skitch • popplet – mindmap  •word •powerpoint	 Book creator Skitch, popplet to mindmap Keynote, Pages • Everyone Can Create: Photography 6 Photo Journaling, 7 Publishing  Word 2	 keynote keynote Book creator Pages, Numbers Popplet to mindmap • Everyone Can Create: Drawing Chapters 3 + 4 • Everyone Can Create: Photography 6 Photo Journaling, 7 Publishing  Powerpoint, word, excel	 Keynote  Book creator Pages, Numbers Everyone Can Create: Drawing 8 9 10 Everyone Can Create: Photography 6 Photo Journaling, 7 Publishing  Powerpoint, word, excel	 Book creator  Keynote, Popplet Pages, Numbers, iMovie Everyone Can Create: Drawing 10 • Everyone Can Create: Photography 6 Photo Journaling, 7 Publishing  PowerPoint, word, excel
Apple Teacher Support	<p>Making Books in Pages: https://appleteacher.apple.com/#/asset/part/T022015A</p> <p>Templates for Pages: https://appleteacher.apple.com/#/asset/part/T022008A</p> <p>Add Photos to Keynote: https://appleteacher.apple.com/#/asset/part/T022000A</p> <p>Basics of Numbers: https://appleteacher.apple.com/#/asset/part/T022017A</p> <p>Charts in Numbers: https://appleteacher.apple.com/#/asset/part/T022021A</p> <p>Simple Tables in Numbers: https://appleteacher.apple.com/#/asset/part/T022018A</p> <p>Add shapes to Keynote (same for Pages) https://appleteacher.apple.com/#/home/rp/T022001A?backTo=%23%2Fhome%2Frp%2FT006364Aen_US%3FbackTo%3D%2523%252Fhome%252Frp%252FT000724-en_US%253FbackTo%253D%252523%25252Fhome%25252Frp%25252FR003996-en_US</p> <p>Add animations to shapes in Keynote: https://appleteacher.apple.com/#/home/rp/T022004A?backTo=%23%2Fhome%2Frp%2FT022001A%3FbackTo%3D%2523%252Fhome%252Frp%252FT006364Aen_US%253FbackTo%253D%252523%25252Fhome%25252Frp%25252FR000724-en_US%25253FbackTo%25252523%2525252Fhome%2525252Frp%2525252FR003996-en_US</p> <p>Transitions for slides in Keynote: https://appleteacher.apple.com/#/home/rp/T022005A?backTo=%23%2Fhome%2Frp%2FT021999A%3FbackTo%3D%2523%252Fhome%252Frp%252FT022004A%253FbackTo%253D%252523%25252Fhome%25252Frp%25252FT022001A%25253FbackTo%25252523%2525252Fhome%2525252Frp%2525252FR000724-en_US%252525253FbackTo%2525252523%252525252Fhome%252525252Frp%252525252FR003996-en_US</p>							

Evaluating		<ul style="list-style-type: none"> • Say what software to use for a task • Talk about own digital work (share photographs from a school trip or holiday to recall a past event) • Name apps that can be used to create or learn. 	<ul style="list-style-type: none"> • Know when to print your work – is it all finished? • "Does it look right on paper?" • Have you used the right colours when you've printed? • Are the fonts/images in the correct places when printed? 	<ul style="list-style-type: none"> • Save work as version 1 and adapt for version 2 before printing • "Does it look right on screen?" • Adapt colours/fonts/sizes of images before printing version 2 	<ul style="list-style-type: none"> • Check work is finished and has name on before printing • Check colours and fonts and images are appropriate to task 	<ul style="list-style-type: none"> • Plan and keep to a specific style or look for their work- are the fonts, colours, layout appropriate and effective for the content and audience (eg. Don't use rainbow colours in a PPT about the Holocaust, don't use yellow text on white in a poster as it's hard to read) • Do you own the digital images that you have used in your work? 	<ul style="list-style-type: none"> • As year 4 but over a wider range of tasks, topics and audiences. • Do you have permission to use the images you have included in your work? 	<ul style="list-style-type: none"> • Evaluate another's presentation on the basis of content and appropriate style. • Refine the quality of presentations as a result of peer review. • Did you credit the owners of digital work you have gained permission to share?
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