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| **Everyone Can Create Curriculum Implementation** |
| **All Lessons Should Include These Skills and Knowledge In Order To Create and Communicate Digitally**   |  |  |  |  | | --- | --- | --- | --- | | save Icon 4673543**Saving and Retrieving**  Children will be taught how to start a new project, save it and retrieve it. Over the key stages, children will learn how to save versions of the work and organise their digital life.  SeeSaw, Showbie and Server. | typing Icon 1875521**Typing and Mouse Skills**  Typing and mouse skills will be introduced in Foundation. By the end of Year 6, a desirable outcome would be for children to touch type. This will increase the speed at which they work on presentations. | research Icon 3767713**Research**  This strand teaches searching the internet, browsing website and evaluating online information for safety and reliability.  Do not just ‘copy/paste’ images from Google searches – use creative commons searches for royalty free images. | cloud computer Icon 1962756**Computer systems**  Pupils learn how IT systems work. They identify IT devices, their uses and build knowledge of how networks operate to keep devices connected and sharing information. | |

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| **Create and Communicate Skills To Teach**   |  |  |  |  | | --- | --- | --- | --- | | **Image**  image Icon 5830484  Everyone Can Create: Photography  Everyone Can Create: Drawing  This strand teaches photography and digital image skills. How to capture, edit and use photographs. How to design and create digital images, edit and use them. | **Sound**  sound Icon 2649726  Everyone Can Create: Music  This stand teaches sound and audio skills. Part of this strand progresses music and instrument skills, sound layering and sound effects. Part of this strand progresses voice recording skills and narrating for film making. | **Video**  video Icon 1569867  Everyone Can Create: Video  Children consume video now more than ever before. This strand teaches them how to create video rather than consume it. It also applies learning from image and sound strands. | **Data**  graph Icon 5831077Excel (Y6)  This strand teaches chil dren how to use spreadsheets and tables to aid their calculations, models and investigations in science and maths. Children learn how to input data and present it as graphs or charts. They will use their graphs and charts to answer questions and support their argument/opinion. | |

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| **Knowledge and Understanding Outcomes**  **Each half term project to finish with a presentation and evaluation**   |  |  | | --- | --- | | publishing Icon 4312504**Publishing and Presenting**  **Create and Communicate ideas in posters, digital books, word processed reports/documents/articles, slideshow presentations, spreadsheets.**  presenter Icon 4423526Technology is an effective way of organising and presenting findings or messages to an audience. Over the years, children need to refine their presentation skills to ensure their message is communicated appropriately.  When presenting work, children are bringing together their skills of images, film, sound and data. They will apply their typing and mouse skills, save/retrieve their projects. | list Icon 5825709**Evaluating**  After presenting work, children need to evaluate their use of technology in communicating their findings or messages to an audience.  In this strand children will decide if their skills have been used appropriately and effectively. | |

Curriculum Progression Document

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| **Area** | **Foundation** | **Year 1** | | **Year 2** | **Year 3** | | **Year 4** | **Year 5** | | **Year 6** |
| typing Icon 1875521**Typing & Mouse Skills** | * Play touch screen games. * Use a keyboard, mouse, trackpad during play. * Type own name. * Enter single letters on a keyboard. | * Use a space bar to make spaces. * Use backspaces to delete words/letters. * Make a new line with the enter key. | | * Use a space bar only once between words. * Use cursor/touch to find the letter/word to delete with backspace. * Use caps lock for a capital. * Copy/paste text and images by using the icons in the software. | * Type using index fingers in the keyboard. * Use thumbs for pressing on the space board. * Use thumbs for pressing the space bar. * Use left fingers for a s d f g. Use right fingers for h j k l. * Press enter for new line. Shift key for capital. | | * Begin to type using all fingers for the correct letters. * Use keyboard shortcuts for cut, paste and copy. * Work with 2 windows snapped to the sides of the screen when finding information. | * To touch type with increasing speed by placing index fingers on the home keys (f/j) and use fingers to reach other keys from there. * Use keyboard shortcuts for cut, paste and copy. | | * 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. |
| apps Icon 1736448 | * Book creator * Beebot | | * Primary games website * Microsoft word | | | * Typingclub.com * Microsoft word | | | * Typingclub.com * Microsoft word * Microsoft PowerPoint | |
| research Icon 3767713**Research** | * Use map software to look at satellite and street view images of places as a class/group/ | * Search for images to talk about in relation to a topic (scroll google images, look at a gallery of images online). “What do the images tell us?” “What was the great fire of London like? | | * Search the internet for information to read. * 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. | | * Skim and search engine results and look at their web address to evaluate usefulness. * Use site: [URL} to limit search results to a specific website (e.g. search a trusted source ‘**covid-19:bbc.co.uk’** to show results from only bbc.co.uk) * Use **‘child definition:’** for an age appropriate word/phrase definition. | * Use advanced search techniques, eg. Image size/type key words. Google image search tools. * Add ‘define’ before a word or phrase to get a definition of it. * Remove results from searches using – (eg. Searching for ‘Taj Mahal’ on google maps: use restaurant to remove all irrelevant Taj Mahal locations in geography). | | * Explore and generate digital links (for example QR codes). * Use **translate:** to find the English transition of a word form another language. |
| Pupils are introduced to the principle of searching within their environment. They become familiar with the process of finding out information. They ask adults and peers questions to find out information. | * As teachers, we should model the effective use of search engines, illustrating how to enter specific search terms that will return the best results. * Pupils should gain experience of using (and seeing used) a range of search engines, developing an understanding of the features common to each, including the filtering of results. * Introduce that idea that organisations can have adverts placed at the top of search-results page. Pupils should also understand that results are ranked by their relevance to the search terms used. | | | | | * Pupils continue to develop their effective use of search engines whilst learning about the computer science behind them. Pupils should learn how web crawlers build up an index of the World Wide Wb, moving from web page to web page via links in those pages, fetching the content into a search engine’s index, which can be likened to the index in a book. * Pupils should be aware that, when using a search engine, they’re searching its own index not the web itself. They’ll observe how search engines return results as web links in a list. This list can be extended over many pages, and is ordered according to an assessment of the relevance of the information in each result to the search terms entered by the user. * Introduce the idea that, in a particular search, a search engine ‘asks’ a range of questions about the content of – and links to – each of the web pages selected from its index | | | |
| apps Icon 1736448 | * Google Earth | * https://swiggle.org.uk/ | | * https://swiggle.org.uk/ | * https://swiggle.org.uk/ | | * Search engine | * Search engine | | * Search engine |
| cloud computer Icon 1962756**Computer**  cloud computer Icon 1962756**Systems** | * Know examples of computer systems (including tablets, phones etc). * Describe some uses of computers. | * Use computer systems for different types of activities. * Explain the need to use computers in different ways. | | * Know the difference between input and output devices and identify some. * Recognise that a computer network is made up of a number of devices and how they share information. * Know that computers and other school devices are connected to form a network – illustrate this by showing them the switches, hubs and connecting wires. | * Demonstrate how information is shared across the internet. * Discuss why a network needs protecting. * Know that children request access to our network by logging I with a username and a password. * Know that some of the same software can be accessed across our devices (e.g that they can print to the same printer from different locations). * Start to understand that the computers within out school network are connected to computers across the world as part of the internet. | | | * Describe that a computer system features inputs, processes and outputs. * Recognise that data is transferred using agreed methods. | | * Explain that networked digital devices have unique addresses. * Explain that data is transferred over network packets. * Understand that the internet is a vast network of computers and devices, connected across the planet. |

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| **Area** | **Reception** | **Year 1/2 (over a two year cycle)** | | **Year 3/4 (over a two year cycle)** | | **Year 5/6 (over a two cycle)** | |
| image Icon 5830484**Images** | **Photography**   * Take a photograph using a tablet and an app. * Know what the shutter button is. * Know to focus the camera. * Take a photograph on a camera to print and use it to cut/stick for a purpose. | **Photography**   * Take photos in a variety of light conditions. * Straighten, rotate and crop images * Adjust focus and exposure before taking a photo. * Use mark up tool to edit photos.   **Digital Art**   * Use shape and line tools. * Change colours * Use undo and rubber. | **Photography**   * Portraits * Backlight your subject for a silhouette effect. * Apply filters to enhance the mood. * Use mark up tools to retouch photos.   **Digital Art**   * Select and use appropriate tools to create digital image (control the pen and then flood fill the shape). | **Photography**   * Scenes * Use leading lines and the rule of thirds to draw attention towards a focal point * Apply filters to establish mood * Take horizontal and vertical panoramic photos   **Digital Art**   * Change brush size and type. * Change opacity. * Use blending. | **Photography**   * Action * Take and select photos using burst mode * Apply the long exposure effect * Animate your photos   **Digital Art**   * Create a digital image using a variety of brush types, pen tools and effects. | **Photography**   * Collage composition * Build a single composition with multiple photos and other graphic elements. * Hide parts of the photos using instant alpha * Crop, mask, edit and layer photos. | **Photography**   * Photo Journalism. * Tell a story with a series of photos. * Rearrange and add transitions to slides * Layer text on top of photos in keynote.   **Digital Art**   * Discuss photoshopping in the media-fake news/celeb photos and body image. * Use a £D graphic drawing program to create realistic representation of real-world objects. |
| apps Icon 1736448 | * iPlayer CBBC * Camera App | * Everyone can create guide- * Camera App * Doodle buddy * Photobooth * Free form | * Everyone Can Create guide * Camera App * Doodle buddy * Freeform * Photobooth * Piccollage | * Everyone can create Guide photo * Camera App * Pigment * Photos app (tap edit on the photo) * skitch | * Everyone can create guide- photo * Camera App * Photos app (tap edit on the photo) * skitch | * Everyone can create guide- photo * Camera App * Green Screen * Photos app (tap edit on the photo) * skitch | * Everyone can create guide photo * Camera App * Green Screen * Photos app (tap edit on the photo) * skitch |
| sound Icon 2649726**Sound** | * Record sounds with different resources (eg: talking tins, talking postcards, voice record software). * Use plastic 'echo' mics to hear voice differently. * Find ways to change your voice in the environment (shouting down a tunnel, talking in a tube, using tin-can string telephones) | * Create a sequence of sounds (instruments, music software) * Experiment with long and short sounds * Record speech for different purposes * Know how to use stop, pause, record, play | * Create a musical composition with music software (see music curriculum) * Record speech for characters, book reviews, interviews, animations, videos. * Know how to use stop, pause, record, play | * To arrange loops in a live loops template to build and record music. * To modify the tempo of a song. * Know that computer software can aid in music production. | * To edit cells in a song to change its energy level, to identify different song sections and to add effects to a song. * Use voice effects. * Insert audio recordings to slide show presentations. | * Use sampled sounds to create an effective mix. * Build beats, melody (tones) and effects. * Add echo, fade in/out effects to voice recordings for dramatic effect. | * Understand chord structures and progressions, perform and record touch instruments to build a song, correct recording and timing. |
| apps Icon 1736448 | * Toca Band | * Everyone Can Create Early Learners Guide: * Sketch a song | * Sketch-a-song * Voice Memos * Garageband audio recorder * Everyone Can Create Early Learners Guide: | * Garageband * Everyone Can Create: * Chrome Music lab – Song maker. | * Garageband * Everyone Can Create: Music- | * Garageband * Everyone Can Create: Music- | * Garageband * Everyone Can Create: Music |
| **Apple teacher support** | Using the Audio Recorder in GarageBand: <https://appleteacher.apple.com/#/asset/part/T022028A>  Trimming audio in GarageBand: <https://appleteacher.apple.com/#/asset/part/T022031A>  Using Smart Instruments in GarageBand: <https://appleteacher.apple.com/#/asset/part/T022033A>  Mixing Tracks in GarageBand: <https://appleteacher.apple.com/#/asset/part/T022035A>  Using Voice Memos: <https://appleteacher.apple.com/#/asset/part/T029313A>  Using Live Loops in GarageBand: <https://appleteacher.apple.com/#/asset/part/T022034A> | | | | | | |
| video Icon 1569867**Video** | * **Camera app:** * Record short films using an iPad, play a film. * Watch films back on a tablet. | **Film**   * Record slow motion video of an action * Experiement with different camera angles * Trim and edit slo-mo clips | **Animation**   * Create a stop frame animation using app/software. | **Film**   * Edit clips. * Create ‘my first movie’ * Trim and arrange clips, add posters, stickers and your own photos. * Use filters to enhance mood. * Use green screen technology (with support). * Begin to add music and sound effects. | **Animation**   * Sequence clips onto a timeline. * Begin to add titles and transitions. * Cut/trim video. * Use green screen. | **Animation**   * Animate using stop motion. * Use green screen techniques. * Add music and sound effects. * Add titles and transitions. | **Film**   * Documentary: use camera manual controls to change focus and exposure * Create a split screen and picture in picture overlay effect. * Add transition effects and lower third tiles. * Add music, sound effects, voice. |
| apps Icon 1736448 | * Camera App | * Everyone Can Create Early Learners Guide – Slow motion * Camera App * Clips | * Animatic | * Everyone can create guide- Video- My first movie * Clips * Greenscreen | * Puppet pals * Imovie | * Clips * I can animate * Green screen. | * Everyone can create guide- Video- documentary * Imovie |
| **Apple Teacher support** | Use Green Screen in iMovie: <https://appleteacher.apple.com/#/asset/part/T029314A>  How to use Clips: <https://appleteacher.apple.com/#/home/rp/T013203A-en_EMEIA?backTo=%23%2Fhome%2Frp%2FR001479-en_EMEIA>  Use Green Screen in iMovie: <https://appleteacher.apple.com/#/asset/part/T029314A>  Trimming Video in iMovie: <https://appleteacher.apple.com/#/asset/part/T022038A>  Add Titles in iMovie: <https://appleteacher.apple.com/#/asset/part/T022041A>  Add Music to iMovie: <https://appleteacher.apple.com/#/asset/part/T022043A>  How to use Clips: <https://appleteacher.apple.com/#/home/rp/T013203A-en_EMEIA?backTo=%23%2Fhome%2Frp%2FR001479-en_EMEIA>  Add Transitions to iMovie: <https://appleteacher.apple.com/#/asset/part/T022039A>  Enhance Movies with Cinematic Effects:  <https://appleteacher.apple.com/#/asset/part/T022044A> | | | | | | |
| publishing Icon 4312504**Publishing and presenting** | * Display children’s photographs. * Children to talk about film/photo work. * Make a class/group multimodal text with photos and sound. * Exploring a talking book. | * Use shape bar, backspace and caps lock with ease. * Insert image on digital document. * Change text, font, size and colour of text. | * Edit text appearance, positioning of text to suit a purpose (e.g poster). * Insert shapes/symbols onto digital books. * Move/resize images into correct places on app/software. | * Add borders an other effects (shadow/glow) to digital images. * Use cut, paste and delete to organise and reorganise text on the screen. * Experiment with font sizes and effects (bold, underline, word art) for different audiences & purposes. * Use spell check. | * Combine digital images from different sources to make final image. * Generate ‘word art’ and insert into digital book. * Use cut, paste and delete to organise and reorganise text on screen to suit a purpose (e.g. presentation, poster, newspaper, etc). * Use font sizes and effects appropriately for audience and purpose. * Use spell check and thesaurus. | * Organise and reorganise text on screen to suit a purpose. * Use hyperlinks in a digital book or presentation to navigate. * Add text boxes for titles and body text to organise word processing. | * Format text to suit a purpose (tab, justify, bullet points). * Choose the most suitable applications and devices to communicate to a specific audience. |
| apps Icon 1736448 | * Picollage | * Microsoft word | * Apple notebook * Book creator | * Microsoft word | * Keynote * Book creator * Pages | * Keynote * Book creator * Pages | * Keynote * Book creator * Pages |
| list Icon 5825709**Evaluating** | * Say what software to use for a task. * Talk about own digital work (share photographs from a school trip or holiday to recall a past event). * Name apps that can be used to create or learn. | * Know when to print your work – is it all finished? * “Does it look right on paper?” * Have you used the right colours when you’ve printed? * Are the fonts/images in the correct places when printed? | * Save work as version 1 and adapt for version 2 before printing. * “Does it look right on the screen?” * Adapt colours/fonts/sizes of images and text before printing version 2. | * Check work is finished and has name on before printing. * Check colours and fonts and images are appropriate to task. | * Plan and keep to a specific style ot look for their work – are the fonts, colours, layout appropriate and effective for the content and audience (e.g. 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 have permission to use the images you have included in your work? | * Evaluate another’s work 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? |