



# COMPUTING CYCLE B

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AUTUMN

SPRING

SUMMER

EYFS

**Safe Effective and competent use of technology: Personal use, devise, safety:** awareness of different technologies in and out of school; awareness of the cause and effect of technology; awareness of digital storage of information – photography, digital writing and research information; awareness of input and outputs of devices; can use technology to express creatively and constructively.

**Computer science and coding: Algorithms, programming:** awareness of the cause and effect of technology; awareness of digital storage of information – photography, digital writing and research information; awareness of input and outputs of devices; can use technology to express creatively and constructively.

**Using information effectively: Personal information, software/application knowledge:** awareness of different technologies in and out of school; awareness of the cause and effect of technology; awareness of digital storage of information – photography, digital writing and research information; awareness of input and outputs of devices; can use technology to express creatively and constructively.

- Can you follow simple instructions?
- Can you start to take turns and share fairly?
- Do you display good manners and respect for others and the equipment in school?
- Do you know and can you follow the rules?

- Do you know what to do if you aren't comfortable with a screen that pops up when you are online?
- Do you show an awareness of what is right and wrong?
- Can you program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down and side?
- Do you know that it is important to look after the classroom resources?

- Can you follow instructions, requests and ideas in a range of situations?
- Do you understand how your words and actions can impact others?

YEAR  
1/2

**TECHNOLOGY AROUND US (Y1)**  
**COMPUTER SYSTEMS AND NETWORKS**  
BIG QUESTION: How can technology help me?

**DIGITAL PAINTING (Y1)**  
**CREATING MEDIA**  
BIG QUESTION: Is digital painting better than painting with paint?

**DIGITAL PHOTOGRAPHY (Y2)**  
**CREATING MEDIA**  
BIG QUESTION: What devices can I use to take photographs?

	<p><b>PRIOR LEARNING:</b> As this is a Year 1 unit, no prior knowledge is assumed.</p> <p><b>NEXT STEPS:</b> Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly</p>	<p><b>PRIOR LEARNING:</b> As this is a Year 1 unit, no prior knowledge is assumed.</p> <p><b>NEXT STEPS:</b> Learners will develop an understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>	<p><b>PRIOR LEARNING:</b> Learners will have developed their understanding of the various aspects of using a computer to create and manipulate text. They will be more familiar with using a keyboard and mouse to enter and remove text. Learners have considered how to change the look of their text, and will be able to justify their reasoning in making these changes. Learners will have considered the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p> <p><b>NEXT STEPS:</b> Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Learners will share their creations and compare creating music digitally and non-digitally.</p>
	<p><b>VOCABULARY:</b> L1 - Technology L2 – Computer, mouse, trackpad, keyboard, screen L3 - Computer, mouse, trackpad, double-click L4 - Computer, keyboard, mouse, typing L5 - Keyboard, computer L6 - Computer, technology</p>	<p><b>VOCABULARY:</b> L1 - paint program, tool, paintbrush, erase, fill, undo L2 - Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool L3 - Henri Matisse, shape tool, fill tool L4 - Wassily Kandinsky, tools, feelings, colour, brush style L5 - Georges Seurat, Pointillism, brush size</p>	<p><b>VOCABULARY:</b> L1 - Device, camera, photograph, capture, image, digital L2 - Landscape, portrait L3 - Framing, subject, compose L4 - Light sources, flash, focus, background L5 - Editing, filter L6 - Format, framing, lighting, focus, filter</p>

		L6 - Pictures, painting, computers, like, prefer, dislike	
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. How do we identify technology?</li> <li>2. Can you identify a computer and its main parts?</li> <li>3. Can you use a mouse in different ways?</li> <li>4. Can you use a keyboard to type on a computer?</li> <li>5. How do you use the keyboard to edit text?</li> <li>6. Can you create rules for using technology responsibly?</li> <li>7. Can you create rules for using technology responsibly?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can you describe what different freehand tools do?</li> <li>2. How do you use the shape tool and the line tools?</li> <li>3. Can you make careful choices when painting a digital picture?</li> <li>4. Can you explain why you chose the tools you used?</li> <li>5. Can you use a computer on your own to paint a picture?</li> <li>6. Can you compare painting a picture on a computer and on paper?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can you use a digital device to take a photograph?</li> <li>2. Can you make choices when taking a photograph?</li> <li>3. Can you describe what makes a good photograph?</li> <li>4. How do you decide how photographs can be improved?</li> <li>5. How do you use tools to change an image?</li> <li>6. Do you recognise that photos can be changed?</li> </ol>
	<p><b>IT AROUND US (Y2)</b>  <b>COMPUTER SYSTEMS AND NETWORKS</b>  BIG QUESTION: How is IT being used for good in our lives?</p>	<p><b>DIGITAL WRITING (Y1)</b>  <b>CREATING MEDIA</b>  BIG QUESTION: Can I use a computer to create and change text?</p>	<p><b>MAKING MUSIC (Y2)</b>  <b>CREATING MEDIA</b>  BIG QUESTION: Which is best- creating music digitally or non-digitally?</p>
	<p>PRIOR LEARNING:  Learners have developed a knowledge and understanding of technology and how they interact with it in school. Learners have built their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.</p> <p>NEXT STEPS:</p>	<p>PRIOR LEARNING: Learners have developed their understanding of a range of tools used for digital painting. They have used these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The learners have considered their preferences when painting with and without the use of digital devices.</p> <p>NEXT STEPS: Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. They will use this</p>	<p>PRIOR LEARNING: Learners' have developed an understanding of how photos are captured and can be manipulated for different purposes</p> <p>NEXT STEPS: Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text</p>

		knowledge to recognise that images they see may not be real.	
	<p>VOCABULARY:</p> <p>L1 - Information technology (IT), computer</p> <p>L2 - Information technology (IT)</p> <p>L3 - Information technology (IT), computer</p> <p>L4 - Information technology (IT), computer, barcode, scanner/scan</p> <p>L5 - Information technology</p> <p>L6 - Information technology</p>	<p>VOCABULARY:</p> <p>L1 - Word processor, keyboard, keys, letters, type</p> <p>L2 - Numbers, space, backspace, text cursor</p> <p>L3 - Capital letters, toolbar, bold, italic, underline</p> <p>L4 - Mouse, select, font</p> <p>L5 - Undo, redo, font, format</p> <p>L6 - Compare, typing, writing</p>	<p>VOCABULARY:</p> <p>L1 - Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions</p> <p>L2 - Pattern, rhythm, pulse</p> <p>L3 - Neptune, pitch, tempo, rhythm, notes</p> <p>L4 - Pattern, notes, instrument, tempo</p> <p>L5 - Create, emotion, pitch, pulse/beat, tempo, instrument, rhythm, notes</p> <p>L6 - Open, edit</p>
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. How do you recognise the uses and features of information technology?</li> <li>2. Can you identify the uses of information technology in the school?</li> <li>3. Can you identify information technology beyond school?</li> <li>4. Can you explain how information technology helps us?</li> <li>5. Can you explain how to use information technology safely?</li> <li>6. How do you recognise that choices are made when using information technology?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can you use a computer to write?</li> <li>2. How do you add and remove text on a computer?</li> <li>3. Can you identify that the look of text can be changed on a computer?</li> <li>4. Can you make careful choices when changing text?</li> <li>5. Can you explain why you used the tools that you chose?</li> <li>6. Can you compare typing on a computer to writing on paper?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Tell me how music can make us feel?</li> <li>2. Can you identify that there are patterns in music?</li> <li>3. Can you describe how music can be used in different ways?</li> <li>4. Can you show how music is made from a series of notes?</li> <li>5. Can you create music for a purpose?</li> <li>6. Can you review and refine your computer work?</li> </ol>
<b>YEAR 3/4</b>	<p><b>CONNECTING COMPUTERS (Y3)</b> <b>COMPUTER SYSTEMS AND NETWORKS</b></p> <p>BIG QUESTION: What are inputs, processes and outputs?</p>	<p><b>ANIMATION (Y3)</b> <b>CREATING MEDIA</b></p> <p>BIG QUESTION: How do you create a stop-frame animation using a tablet?</p>	<p><b>AUDIO-EDITING (Y4)</b> <b>CREATING MEDIA</b></p> <p>BIG QUESTION: How are devices able to record digital audio?</p>
	<p>PRIOR LEARNING: Learners will have developed their understanding of what information technology (IT) is and will begin to identify</p>	<p>PRIOR LEARNING: Learners will have used a computer to create music. They will have listened to a variety of pieces of music and considered</p>	<p>PRIOR LEARNING: Learners will have become familiar with the terms 'text' and 'images' and understand that they can be used to</p>

<p>examples. They will have discussed where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will have investigated how IT improves our world, and they will learn about the importance of using IT responsibly.</p> <p>NEXT STEPS: Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information</p>	<p>how music can make them think and feel. Learners will have compared creating music digitally and non-digitally. Learners will have looked at patterns and purposefully create music.</p> <p>NEXT STEPS: Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p>communicate messages. They will have used desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will have been introduced to the terms 'templates', 'orientation', and 'placeholders' and began to understand how these can support them in making their own template for a magazine front cover. They will have started to add text and images to create their own pieces of work using desktop publishing software. Learners will have looked at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p> <p>NEXT STEPS: Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>
<p>VOCABULARY: L1 - Digital device, input, process, output L2 - Digital device, input, process, output L3 - Program, digital, non-digital L4 - Connection, network, network switch L5 - Server, wireless access point L6 - Network cables, network sockets</p>	<p>VOCABULARY: L1 - Animation, flip book L2 - Stop-frame animation, frame, sequence, image, photograph L3 - Setting, character, events, stop-frame animation, onion skinning L4 - Stop-frame animation, onion skinning, consistency L5 - Evaluation, animation, onion skinning, delete, frame L6 - Animation, media, import, transition</p>	<p>VOCABULARY: L1 - Audio, record, playback, microphone, speaker, headphones, input, output L2 - Audio, sound, record, playback, start, pause, stop, podcast L3 - Audio, sound, record, playback, start, pause, stop, podcast, save, file L4 - Audio, sound, record, playback, edit, selection, open, save, file L5 - Audio, sound, edit, selection, open, save, mixing, time shift</p>

			L6 - Export, MP3, audio, editing, evaluate, feedback
<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can explain how digital devices function?</li> <li>2. Do you recognise how digital devices can change the way that we work?</li> <li>3. Can you explain how a computer network can be used to share information?</li> <li>4. Do you know how digital devices can be connected?</li> <li>5. Do you recognise the physical components of a network?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can explain that animation is a sequence of drawings or photographs?</li> <li>2. Can you relate animated movement with a sequence of images?</li> <li>3. Can you plan an animation?</li> <li>4. Can you identify the need to work consistently and carefully?</li> <li>5. Can review and improve an animation?</li> <li>6. Can you evaluate the impact of adding other media to an animation?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can you identify that sound can be digitally recorded?</li> <li>2. Can you use a digital device to record sound?</li> <li>3. How do you explain that a digital recording is stored as a file?</li> <li>4. Can you explain that audio can be changed through editing?</li> <li>5. Can you show that different types of audio can be combined and played together?</li> <li>6. How do you evaluate your editing choices?</li> </ol>	
<p><b>THE INTERNET (Y4)</b>  <b>COMPUTER SYSTEMS AND NETWORKS</b></p> <p>BIG QUESTION: What is the World Wide Web?</p>	<p><b>DESKTOP PUBLISHING (Y3)</b>  <b>CREATING MEDIA</b></p> <p>BIG QUESTION: How and why is desktop publishing used in the real world?</p>	<p><b>PHOTO-EDITING (Y4)</b>  <b>CREATING MEDIA</b></p> <p>BIG QUESTION: What impact does editing images have?</p>	
<p>PRIOR LEARNING: Learners will have developed their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Learners will discover the benefits of connecting devices in a network.</p> <p>NEXT STEPS: Learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will</p>	<p>PRIOR LEARNING: Learners will have used a range of techniques to create a stop-frame animation using tablets. They will have applied those skills to create a story-based animation. They will have adding other types of media to their animation, such as music and text</p> <p>NEXT STEPS: Learners will use a range of techniques to create a stop-frame animation using tablets. They will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>PRIOR LEARNING: Learners will have examined devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will have discussed the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will have used use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Learners will have evaluated their work and give feedback to their peers.</p>	

	<p>explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>		<p><b>NEXT STEPS:</b> Learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work.</p>
	<p><b>VOCABULARY:</b>  L1 - Internet, network, router, network security  L2 - Network switch, server, wireless access point (WAP), router  L3 - Website, web page, web address, router, routing, web browser  L4 - World Wide Web, internet, content, website, web page, links, files  L5 - Website, use, content, download, sharing, ownership, permission  L6 - Information, sharing, accurate, honest, content, adverts</p>	<p><b>VOCABULARY:</b>  L1 - Text, images, advantages, disadvantages, communicate  L2 - Font, font style, communicate, template  L3 - Landscape, portrait, orientation, placeholder, template, layout, content  L4 - Desktop publishing, copy, paste  L5 - Layout, purpose  L6 - Desktop publishing, benefits</p>	<p><b>VOCABULARY:</b>  L1 - Image, edit, arrange, select, digital, crop, undo, save  L2 - Image, search, save, copyright, composition, edit, save, pixels, crop, rotate, flip  L3 - Image, adjustments, effects, colours, hue/saturation, sepia, save, version, illustrator, vignette  L4 - Image, edit, retouch, clone, recolour, magic wand, select, adjust, sharpen, brighten  L5 - Image, fake, real, composite, cut, copy, paste, alter, background, foreground  L6 - Image, publication, elements, original, font style, shapes, border, layer,</p>
	<p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Can you describe how networks physically connect to other networks?</li> <li>2. Do you recognise how networked devices make up the internet?</li> <li>3. Can you outline how websites can be shared via the World Wide Web (WWW)?</li> <li>4. Can you describe how content can be added and accessed on the World Wide Web (WWW)?</li> <li>5. Do you recognise how the content of the WWW is created by people?</li> </ol>	<p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Do you recognise how text and images convey information?</li> <li>2. Do you recognise that text and layout can be edited?</li> <li>3. Can you choose appropriate page settings?</li> <li>4. Can you add content to a desktop publishing publication?</li> <li>5. Can you consider how different layouts can suit different purposes?</li> <li>6. Can you consider the benefits of desktop publishing?</li> </ol>	<p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Can you explain that digital images can be changed?</li> <li>2. Can you explain that digital images can be changed?</li> <li>3. Can you describe how images can be changed for different uses?</li> <li>4. Can you make good choices when selecting different tools?</li> <li>5. How do you recognise that not all images are real?</li> </ol>

	6. How do you evaluate the consequences of unreliable content?		6. How do you evaluate how changes can improve an image?
Year 5/6	<b>SHARING INFORMATION (Y5)</b> <b>COMPUTING SYSTEMS AND NETWORKS</b> <b>BIG QUESTION:</b> How is information transferred between systems and devices?	<b>VECTOR DRAWING (Y5)</b> <b>CREATING MEDIA</b> <b>BIG QUESTION:</b> What are vector images made up of?	<b>3D MODELLING (Y6)</b> <b>CREATING MEDIA</b> <b>BIG QUESTION:</b> How do I use a computer to create 3D models?
	<p>PRIOR LEARNING: Learners will have applied their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will have learnt that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. They will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>NEXT STEPS: Learners will learn about the World Wide Web as a communication tool. They will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. They will evaluate which methods of internet communication to use for particular purposes.</p>	<p>PRIOR LEARNING: Learners will have developed their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will have considered the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p>NEXT STEPS: Learners will be given the opportunity to learn how to create short videos in groups. As they progress, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning will be encouraged through guided questions and by working in small groups to investigate the use of devices and software.</p>	<p>PRIOR LEARNING: Learners will have learnt how to create short videos by working in pairs or groups. They will have been exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners have been guided with step-by-step support to take their idea from conception to completion. Learners have had the opportunity to reflect on and assess their progress in creating a video.</p> <p>NEXT STEPS: Learners will be introduced to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>



	<p><b>VOCABULARY:</b>  L1 - System, connection, digital, input, process, output  L2 - System, connection, digital, input, process, output  L3 - Protocol, address, packet  L4 - Chat, explore, slide deck  L5 - Chat, explore  L6 - Reuse, remix, collaboration</p>	<p><b>VOCABULARY:</b>  L1 - Vector, drawing tools, shapes, object, icons, toolbar  L2 - Vector drawing, object, move, resize, colour, rotate, duplicate/copy  L3 - Organise, zoom, select, rotate, object, alignment grid, resize, handles, consistency, modify  L4 - Layers, object, front, back, order  L5 - Copy, paste, group, ungroup, duplicate, object, vector drawing, reuse  L6 - Improvement, evaluate, alternatives, vector drawing</p>	<p><b>VOCABULARY:</b>  L1 - 2D, 3D, 3D object, 3D space, view  L2 - 2D, 3D, 3D object, 3D space, resize, colour, lift  L3 - Rotate, position, select, duplicate  L4 - Dimensions, placeholder, hole, group, ungroup  L5 - Resize, group, ungroup, design  L6 - Modify, evaluate, improve</p>
	<p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Can you explain how computers can be connected together to form systems?</li> <li>2. Do you recognise the role of computer systems in our lives?</li> <li>3. Do you recognise how information is transferred over the internet?</li> <li>4. Can you explain how sharing information online let's people in different places work together?</li> <li>5. Can you contribute to a shared project online?</li> <li>6. Can you evaluate different ways of working together online?</li> </ol>	<p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Can you identify that drawing tools can be used to produce different outcomes?</li> <li>2. Can you create a vector drawing by combining shapes?</li> <li>3. Can you use tools to achieve a desired effect?</li> <li>4. Do you recognise that vector drawings consist of layers?</li> <li>5. Can you group objects to make them easier to work with?</li> <li>6. Can you evaluate my vector drawing?</li> </ol>	<p><b>ENQUIRY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Can you use a computer to create and manipulate three-dimensional (3D) digital objects?</li> <li>2. Can you compare working digitally with 2D and 3D graphics?</li> <li>3. Can you construct a digital 3D model of a physical object?</li> <li>4. Can you identify that physical objects can be broken down into a collection of 3D shapes?</li> <li>5. Can you design a digital model by combining 3D objects?</li> </ol>
	<p><b>COMMUNICATION (Y6)</b>  <b>COMPUTING SYSTEMS AND NETWORKS</b>  BIG QUESTION: How do we communicate on the World Wide Web?</p>	<p><b>VIDEO EDITING (Y5)</b>  <b>CREATING MEDIA</b>  BIG QUESTION: How do you create short videos?</p>	<p><b>WEB PAGE CREATION (Y6)</b>  <b>CREATING MEDIA</b>  BIG QUESTION: How do I create a website for a specific purpose?</p>

	<p>PRIOR LEARNING: Learners will have developed their understanding of computer systems and how information is transferred between systems and devices. Learners will have considered small-scale systems as well as large-scale systems. They will have explained the input, output, and process aspects of a variety of different real-world systems. Learners will have also taken part in a collaborative online project with other class members and developed their skills in working together online</p> <p>NEXT STEPS: In KS3 Learners will look how to use the school network appropriately. They will build in time for teacher-led discussions on why appropriate usage is important, as well as allowing for opportunities to highlight online safety issues.</p>	<p>PRIOR LEARNING: Learners have find out that vector images are made up of shapes. They have learnt how to use the different drawing tools and how images are created in layers. They have explored the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work</p> <p>NEXT STEPS: Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>	<p>PRIOR LEARNING: Learners will have developed their knowledge and understanding of using a computer to produce 3D models. Learners will have familiarised themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will have progressed to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Learners will have examined the need to group 3D objects and planned, developed, and evaluated their own 3D model of a photo frame.</p> <p>NEXT STEPS: In KS3 learners will develop a deeper understanding of information technology and digital literacy by using their skills across the unit to create a blog post about a real world cause that they are passionate about and would like to gain support for.</p>
	<p>VOCABULARY:</p> <p>L1 - Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine</p> <p>L2 - Index, crawler, bot, search engine</p> <p>L3 - Ranking, search engine, search engine optimisation, links, web crawlers</p> <p>L4 - Searching, search engine, web crawler, content creator, selection, ranking</p> <p>L5 - Communication, internet</p> <p>L6 - Communication, public, private, one-way, two-way, one-to-one, one-to-many, SMS, email,</p>	<p>VOCABULARY:</p> <p>L1 - Video, audio, camera, talking head, panning, close up</p> <p>L2 - Video camera, microphone, lens, close up, mid range, long shot, moving subject, side by side, high angle, low angle, normal angle</p> <p>L3 - Static camera, zoom, pan, tilt, storyboard</p> <p>L4 - Storyboard, filming, review</p> <p>L5 - Import, split, trim, clip, edit, reshoot</p> <p>L6 - Delete, trim, reorder, export, evaluate, share</p>	<p>VOCABULARY:</p> <p>L1 - Website, web page, browser, media, Hypertext Markup Language (HTML)</p> <p>L2 - Web page, website, logo, layout, header, media, purpose</p> <p>L3 - Copyright, fair use</p> <p>L4 - Web page, home page, preview, evaluate, device, Google Sites</p> <p>L5 - Website, web page, breadcrumb trail, navigation, hyperlink, subpage</p>

	WhatsApp, blog, YouTube, Twitter, BBC Newsround		L6 - Hyperlink, evaluate, website, web page, implication, external link, embed
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can you identify how to use a search engine?</li> <li>2. Can you describe how search engines select results?</li> <li>3. Can you explain how search results are ranked?</li> <li>4. Do you recognise why the order of results is important, and to whom?</li> <li>5. Do you recognise how we communicate using technology?</li> <li>6. Can you evaluate different methods of online communication?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can you explain what makes a video effective?</li> <li>2. Can you use a digital device to record video?</li> <li>3. Can you capture video using a range of techniques?</li> <li>4. Can you create a storyboard?</li> <li>5. Can you identify that video can be improved through reshooting and editing?</li> <li>6. Can you consider the impact of the choices made when making and sharing a video?</li> </ol>	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> <li>1. Can you review an existing website and consider its structure?</li> <li>2. Can you plan the features of a web page?</li> <li>3. How do you consider the ownership and use of images (copyright)?</li> <li>4. Do you recognise the need to preview pages?</li> <li>5. Can you outline the need for a navigation path?</li> <li>6. Do you recognise the implications of linking to content owned by other people?</li> </ol>