




Year 1 - Computing - Word Processing (Information Technology)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Keyboard	Something used to type on a computer	Input	When I type something I am inputting it into the computer	<p>Safeguarding—using the internet and technology/devices safely (Online Safety)</p> <p>British Values—giving everyone an opportunity to have a go and being kind by helping one another.</p>
	Document	Something which holds data/information	Key	Buttons on a keyboard which helps control the computer	
	Template	A premade document with some details in already			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. What is a keyboard and how do we use it?	<p>Children to learn what a keyboard is and what its purpose is (to input data into a computer). To be able to identify letters and numbers on the keyboard and know that pressing them makes them appear on the screen. Children to learn to login and access Documents via Google Classroom with increasing independence. Children to learn that the space key is like a finger space and the delete/backspace key is like a rubber (it deletes information you no longer want).</p> <p>Children to learn that Save keeps our work safe so we can retrieve it later on (but as we are using Google Classroom our work is saved automatically) and that Print allows us to print our work onto paper. Children to learn that a template (which we use regularly in Computing) is a sample document that someone else has made which has some details already in it. Children to learn that their work is saved privately so that only their teacher can see it and will learn that their password helps keep their work safe.</p>	Children to begin to use keyboards as an input device.
2. How do I create a Google Document?	<p>Children to learn that keyboards are used to input things to form digital content -e.g. when I press H, the letter H appears on the screen. Children to learn about where the keys are—for example, the top row, bottom row etc. Knowing the formation of the keys.</p> <p>Children to practise inputting data on to a Google Document about their learning. Children to learn that 'enter' starts a new line and that navigate means moving around. Children to learn that the undo button in the top corner will revert the edit they have just made. Children to learn how to assess their work to ensure it is fit for purpose (e.g. suits the audience, colours are suitable and not too bright or overwhelming, not too much or too little information etc).</p>	Children to identify different keys on the keyboard and beginning to input data.

Themes		Diversity in the Curriculum		
Information Technology	Using technology purposefully to create digital content			
Outcome	Character Traits	Stickability	WOW	
Children to have created a document which they have inputted simple data on to.	Curious Resilient	Google form assessment Digital Leaders	Show children a variety of digital content—explain that the skills they are learning will enable them to create their own versions in the future.	




Year 2 - Computing - Word Processing (Information Technology)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Format	A way to change something or have something displayed in a certain way	Alignment	The place in which you want your content to display on the page (e.g. middle, right or left).	<p>Safeguarding—using the internet and technology/devices safely (Online Safety)</p> <p>British Values—giving everyone an opportunity to have a go and being kind by helping one another.</p>
	Document	A file that stores information	Image	Another word for a picture or photograph	
	Shift	A button used on Chromebooks to help right click			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How do I use keys to support my typing?	Children to learn that the shift key on Chromebooks can help support typing and inputting data (e.g. to put in a capital letter or to right click). Children to learn that different keyboards/devices have different ways to do this (e.g. some do not require you to press the shift key, show on teacher computer). Children to learn how to use the shift key to insert punctuation (! etc). Children to learn about when we might use a Google Document and will decide what they want their document to consist of. Children to be reminded how to type and will begin inputting data onto their new document.	Children to identify when they need to use the shift key and are able to input data more confidently into a Google Document.
2. How do I format content on my document?	Children to learn how to format text (changing font, colour, size) and alignment (where they want their text to be on the document). Children to learn how to add an image to their document and are taught how to format the background colour. Children to learn how to assess their work to ensure it is fit for purpose (e.g. suits the audience, colours are suitable and not too bright or overwhelming, not too much or too little information etc).	Children can explain how to format text, add images and change a document's background.

Themes		Diversity in the Curriculum		
Information Technology	Using technology purposefully to create digital content			
Outcome	Character Traits	Stickability	WOW	
Children to use Google documents to present information.	Curious	Google form assessment Digital Leaders	Show children a variety of digital content—explain that the skills they are learning will enable them to create their own versions in the future.	






Year 3 - Computing - Word Processing (Information Technology)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Font	The way the text looks on the screen	Header/Footer	An area of the document which will be the same on every page	<p>Safeguarding—using the internet and technology/devices safely (Online Safety)</p> <p>British Values—giving everyone an opportunity to have a go and being kind by helping one another.</p>
	Hyperlink	A link which takes you to another place on the internet (or in some cases to another document/file within the device)	Columns	A tool to organise and display content for a specific purpose	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. What else can I use to improve my documents functionality?	Children to learn how to format the background of a textbox and will learn why this is important (so colours do not contradict one another etc). Children to learn how to add columns into documents and will learn why this is important (e.g. if you are writing a newsletter or want to save paper). Children will learn how to add tables, shapes and textboxes into documents as well as how to format them (change colour etc). Children to learn how to change their document from landscape to portrait and to learn how to adjust the margins on a document.	Children are able to confidently format content and can explain how and why we would insert a table, columns, shapes.
2. How can I make my document more interactive?	Children to learn that there are premade templates/designs for different purposes. Children to learn that sometimes there is a need for a word to be hyperlinked (ensure children know this is most common on google documents/internet based processors). Children to learn how to add a hyperlink. Children to learn what a header/footer is and how to include one on their document as well as why they are important (e.g. putting your name in them so people know you are the creator). Children to learn how to assess their work to ensure it is fit for purpose (e.g. suits the audience, colours are suitable and not too bright or overwhelming, not too much or too little information etc).	Children can identify ways to make their document more interactive (e.g. contents page/hyperlinks) and can explain why a footer/header is important.


Themes				Diversity in the Curriculum
Information Technology	Using technology purposefully to create digital content			
Outcome	Character Traits	Stickability	WOW	
Children to create a Google document.	Curious	Google form assessment Digital Leaders	Show children a variety of digital content—explain that the skills they are learning will enable them to create their own versions in the future.	



Year 4 - Computing - Word Processing (Information Technology)


Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Format	Formatting a piece of data to make it do something or look a certain way	Transitions	An effect to bring a presentation to live	<p>Safeguarding—using the internet and technology/devices safely (Online Safety)</p> <p>British Values—giving everyone an opportunity to have a go and being kind by helping one another.</p>
	Slides	An online software which allows us to create presentations	Insert	Inserting data/tools to make the presentation more effective.	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. When would I use Google Slides?	Children to learn to make a decision on whether slides or a document would be more appropriate for an audience/purpose. Children to learn to create a new slide and organise their ideas clearly (e.g. not too much text on a slide and ensuring ideas are grouped together). Children to learn to add and format text, images, shapes and backgrounds (colour/size/font etc). Children to learn how to duplicate slides.	Children can identify times that they create a slideshow.
2. How can I make my presentation more effective?	Children to learn about slideshow designs—e.g. purple theme etc. Children to learn how to add a picture and shapes to the slide. Children to learn to change the background colour or use a picture as the background image. Children to learn to change the overall design and to be able to describe why they have made these decisions. Children to learn how to add slide transitions in so that they are able to make their presentation more effective. Children to learn how to assess their work to ensure it is fit for purpose (e.g. suits the audience, colours are suitable and not too bright or overwhelming, not too much or too little information etc).	Children can create a slideshow that is fit for purpose.

Themes		Diversity in the Curriculum			
Information Technology	Using technology purposefully to create digital content				
Outcome	Character Traits	Stickability	WOW		
Create a Google slides presentation.	Curious	Google form assessment Digital Leaders	Show children a variety of digital content—explain that the skills they are learning will enable them to create their own versions in the future.		

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	Animation	Something to bring your presentation to life	Presenter Notes	Part of our slides document that can help reduce the amount of information shown throughout the presentation	<p>Safeguarding—using the internet and technology/devices safely (Online Safety)</p> <p>British Values—giving everyone an opportunity to have a go and being kind by helping one another.</p>
	Loop	Making the presentation play continuously and not stop or require manual clicking	Audio	A data type that includes sound	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. How can I make my presentation even better?	Children to learn to format the shadows and reflections of a text/image (including change colours). Children to learn that we can put guides/ruler on the slides to help us format and design our presentation. Children to learn how to add paragraph spacing between text and are taught why this is important (so it is easier to read). Children to learn about animations throughout that are fit for purpose and are used to enhance the presentation- e.g. text/images appearing after clicks etc.	Children are able to identify whether a specific audience/purpose is more effective on a google document or on a google slides and can explain how to add guides/animations to their presentation.
2. How can I make my presentation more engaging?	Children to learn how to add an audio file to a presentation and are taught why this might be useful (sending presentations for people to see in their own time). Children to learn how to automate their presentation so that it plays automatically and can give examples of when this might be useful (e.g. school office, at special events, to show family photographs etc). Children to learn about the Presenter Notes and will learn that this is crucial when presenting so that there isn't too much information displayed on the individual slides (less text and more images is better to keep the audience engaged). Children to learn how to assess their work to ensure it is fit for purpose (e.g. suits the audience, colours are suitable and not too bright or overwhelming, not too much or too little information etc).	Children can identify different formatting techniques to use to improve a presentation and are able to explain why they have made these decisions.


Themes		Diversity in the Curriculum			
Information Technology	Using technology purposefully to create digital content				
Outcome	Character Traits	Stickability	WOW		
Create a Google slides presentation including animations.	Curious	Google form assessment Digital Leaders	Show children a variety of digital content—explain that the skills they are learning will enable them to create their own versions in the future.		



Year 6 - Computing - Word Processing (Information Technology)

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Website	An online site to advertise or provide information about something	Content box	A box inserted on a website to provide content (text/image/video).	<p>Safeguarding—using the internet and technology/devices safely (Online Safety)</p> <p>British Values—giving everyone an opportunity to have a go and being kind by helping one another.</p>
	Hyperlink	A link which directs you to another website or place on the internet	Navigation	The navigation bar in which people use to navigate around a website	
	Theme	A consistent colour/template/layout			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. When would I create a website?	Children to learn about when creating a website might be necessary. Children to learn how to create a Google Sites and are taught to add text boxes, images and content boxes. Children to learn how to add a new website page. Children are taught to format text (colour/size/font) and are taught to ensure their website is fit for purpose (e.g. colours are suitable, aimed at the right audience with the right purpose etc). Children to learn that usually when a company has a website they have a specific colour which is known as their theme. Children to learn about themes and to learn how to change the site theme.	Children can explain when a website might be needed and can show how to create a basic website.
2. What information will I have on my website?	Children to learn how hide pages from navigation view (why might this be important? So only certain people can access it). Children to learn how to add a button and hyperlink within the website and outside of the website. Children to learn how to import videos and add a drop down. Children to learn that if their website was live then Google would use their site content to filter it on peoples' searches (e.g. if they had a website about footballers ensuring the content/words used are relevant to the theme/website purpose). Children to learn how to assess their work to ensure it is fit for purpose (e.g. suits the audience, colours are suitable and not too bright or overwhelming, not too much or too little information etc).	Children are able to identify ways in which they can make a website fit for purpose. Children can explain how to add pages, hide pages and add a button/hyperlink. Children can explain why a theme is important when creating websites, documents etc.

Themes		Diversity in the Curriculum	
Information Technology	Using technology purposefully to create digital content		
Outcome	Character Traits	Stickability	WOW
Create a website using Google Sites.	Curious	Google Form Assessment Digital Leaders	Show children a variety of digital content—explain that the skills they are learning will enable them to create their own versions in the future.