



## **St James' Church of England Primary School**

### **Key Learning in Computing – Year 5 & Year 6**



#### **Programme of Study**

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use search technologies effectively.

<b>Skills</b>	<b>Knowledge and Understanding</b>
<b>Design, create, manage and manipulate digital content</b>	<b>Design, create, manage and manipulate digital content</b>
<ul style="list-style-type: none"><li>▪ Select, use and combine internet services to create digital 'content' (inc. programs and systems).</li><li>▪ Demonstrate awareness of intended audience in work.</li><li>▪ Independently select the most appropriate ICT tools for intended purpose and audience.</li><li>▪ Routinely evaluate and improve work as part of the design process.</li><li>▪ Use a range of digital devices to produce digital 'content'.</li></ul>	<ul style="list-style-type: none"><li>▪ Understand the importance of content and editing to produce digital content for specific audiences.</li><li>▪ Understand that many different devices can be used in isolation and sometimes together to produce digital 'content'.</li><li>▪ Understand that you can convert between different formats of files.</li></ul>
<b>Text and images</b>	<b>Text and images</b>
<ul style="list-style-type: none"><li>▪ Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.</li><li>▪ Evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.</li><li>▪ Select suitable text, sounds and graphics from other electronic sources, and import into own work.</li><li>▪ Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity.</li><li>▪ Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations.</li><li>▪ Use of hyperlinks to produce more effective, interactive, non-linear presentations.</li><li>▪ Develop consistency across a document - same style of font, colour, body text size, etc.</li><li>▪ Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience.</li></ul>	<ul style="list-style-type: none"><li>▪ Understand the importance of evaluation and adaptation of individual features to enhance an overall presentation.</li><li>▪ Understand the potential of multimedia to inform or persuade and know how to integrate words, images and sounds imaginatively for different audiences and purposes.</li><li>▪ Recognise the features of good design in different printed and electronic texts, (e.g. a poster, website, presentation). Talk about design in the context of own work.</li><li>▪ Understand that images, sounds and text can be subject to copyright and abide by copyright rules</li><li>▪ Know that images (still and moving) can be used to enhance presentations or communicate ideas.</li><li>▪ Understand the differences between object based graphics packages and paint packages.</li><li>▪ Be aware when it is more appropriate to use an object based graphics package or a paint package.</li></ul>

Independently select, process and import images, video and sounds from a variety of sources to enhance work.

- Format and edit work to improve clarity and purpose using a range of tools, e.g. cut and paste, justify, tabs, insert and replace.
- Through peer and self assessment, evaluate presentations and make improvements.
- Make use of transitions and special effects in video editing software, understanding the effect on the audience.
- Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations.
- Plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline.
- Design and create a short animated sequence.

- Discuss and evaluate own and others' images and movies, refining for given audience or task.
- Understand that computers can save digital images, graphics and movies in many different file formats and that some are better suited to certain purposes than others.
- Understand the need for caution when using the Internet to search for images and what to do if unsuitable images are found.
- Know how to take images appropriately and responsibly
- Understand the implications of copyright and apply this to work.
- Know how to select suitable software tools to accomplish specific goals and tasks