

COMPUTING



Newlands Junior School
We are Proud



Word Processing 5 lessons

National Curriculum

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

Continuous: Typing: Learn how to use the home, top and bottom row keys. Practice typing with the left and right hand using the correct fingers.

	Y3	Y4	Y5	Y6
1.	<u>I can use the correct keys to type on a keyboard</u> - Use the space bar in between words - Use enter to start a new line/paragraph - Use backspace or delete to reverse mistakes Type up phrases using space bar, enter for new line and backspace to delete errors. Vocabulary: space bar, enter, backspace, delete	<u>I can highlight text in different colours</u> - Drag the cursor across the words that are to be highlighted - Click on the paintbrush (text highlight colour) - Click on the arrow to select different colours - Click outside the page to remove the paintbrush On a piece of prepared text, read together and ask children to highlight different words and phrases in different colours. Use the highlighter tool in close reading.	<u>I can resize and crop images and place them within text</u> - Resize images by clicking on the corner and dragging in or out - Right click on the image and click crop to select the part of the image you wish to save - Wrap the text in a variety of ways by clicking layout options and selecting <i>tight, through, in front, top and bottom</i> Insert pictures into a word document. Resize, crop and position these. Add captions. Alter the layout for each one using layout options.	<u>I know which keys to use to copy, paste and cut in a word document</u> "Ctrl + C" copies the selected item to the clipboard "Ctrl + V" pastes the content of the clipboard into the current location "Ctrl+Z" is a shortcut used to undo the last action performed. It is a way to reverse mistakes or undo unwanted changes Copy and paste a variety of information (words and pictures) into a document. Use ctrl z to undo. Vocabulary: copy, paste, undo, reverse

		Vocabulary, highlighter, tool, drag, cursor	Vocabulary: resize, image, drag, crop, wrap, insert	
2.	<u>I can add punctuation using Caps Lock and shift keys</u> - Type sentences using capital letters by using the Caps Lock tool - Add full stops and commas to sentences - Add question marks and exclamation marks by using the shift key Type up a number of sentences using the correct keys in order to add the correct punctuation. Vocabulary: shift key, Caps Lock	<u>I can use bullet points to layout information and alter the spacing of text</u> - Use home, bullet points to lay out text - Use a variety of different bullets and numbers - Use home, line spacing to alter the layout of the text - Add and remove spaces between paragraphs Vocabulary: home, bullet point, spacing	<u>I can insert a hyperlink into a document to take me to a website</u> - Select the text: Highlight the word(s) or phrase you want to be the hyperlink. - Go to the Insert tab: On the top menu ribbon, click on Insert. - Choose Link: In the Links group, click on Link or the icon with two overlapping circles. - Enter the URL: In the "Insert Hyperlink" dialog box that appears, type or paste the web address (URL) into the "Address" field. - Click OK: Click OK to create the hyperlink. Type a piece of topic work including a hyperlink to a related website. Vocabulary: hyperlink, document, website	<u>I can insert a text box into a word document and edit</u> - Use the insert tool and text box to add a feature to a word document - Use theme styles, shape outline, shape fill and shape effects to alter borders, colours and effects Insert a variety of text boxes into a text changing the borders, colours, effects. Vocabulary: insert, text box, border, effect
3.	<u>I can change the appearance of text using formatting tools</u> - Open a word document - Change the font, size and colour of text for different effects - Use italics, bold and underline tools - Use File and Save as to save a document in child's folder Write a variety of words and phrases in different styles and colours. Can you match effects to the meanings of the words e.g. bold – shout, blue- cold. Vocabular: document, font, text, format, tool, effect, italics, bold, underline, folder	<u>I can insert a table and add information</u> - Use insert to draw tables with varying rows and columns - Use layout to insert rows and columns above, below, left and right - Position text within the table and change text direction Use findings from a science/maths activity to make a table and add in the data. Edit the table to add in further rows, columns and position the text in different ways. Vocabulary: insert, row, column, position, direction	<u>I can insert and edit tables in a document</u> - Use insert to draw tables with varying rows and columns - Use layout to distribute the rows/columns evenly - Use table design to change colours and borders for effect Create a table to use to insert science/maths data. Change the size of the columns/rows, the colours and borders. Vocabulary: edit, distribute, layout, borders	<u>I can use Save As to rename a new document</u> - Use File, Save As to rename a document - Select where file is to be saved e.g. children's folder - Find in the saved place and open the document Make alterations to a previous document and resave so both documents are available. Vocabulary: Save As, document, file, folder
4.	<u>I can locate and use the text effects tool to create titles and headings</u>	<u>I can insert pictures into a piece of text</u>	<u>I can make changes to a table for a given purpose</u>	<u>I can split the screen in order to view two documents at the same time</u>

	- Click on the downward arrow to see the different designs - Add shadows and reflections - Outline letters with a variety of colours and weights Create a number of titles and headings using different designs, effects, outlines and colours. Vocabulary: effect, design, outline, weight	- Use the copy and paste keys in order to insert a picture - Use the cut key to remove any unwanted pictures - Copy pictures from the computer and online Find, copy and paste a variety of pictures on a given theme. Find a wide variety e.g. cartoon, photos, drawings. Vocabulary: insert, paste	- Use merge cells and split cells in order to alter the amount of rows and columns - Use split table to create 2 separate tables - Use autofit window to fit the table to the page when extra columns have been added Edit a given table to add/remove cells, split and fit to page. Vocabulary: merge, cell, autofit	- Press Windows key + Left Arrow or Right Arrow to snap the active window to the left or right half of the screen - Press Windows key + Up Arrow to maximize the window - Press Windows key + Down Arrow to minimize the window or restore it if maximized In history compare a primary and secondary resource side by side extracting similar information Vocabulary: split screen, minimise, maximise
5.	<u>I can align text in different ways on a page</u> Use the align icons to position text at the left, right or centre of a page Type 3 paragraphs of topic work one aligned left, one right and one centre. Vocabulary: align, left, right, centre	<u>I can insert and edit shapes in a word document</u> - Click insert, shapes, select shape - Click on the page for shape to appear - Edit shape by clicking shape fill, shape outline or shape effects Create patterns using the shapes. Vocabulary: insert, edit, fill, outline, effect	<u>I can make layout changes to a text</u> - Use Layout, margins to alter the borders - Insert headers/footers on pages - Use Layout, columns to alter the layout - Use Layout, orientation to change the page to portrait/landscape Type up topic work using the different layouts. Vocabulary: layout, portrait, landscape, header, footer, orientation, column, margin, border	<u>I can use tools to check and edit a word document</u> - Use spell and grammar checks to ensure there are no errors - Find and change words to improve vocabulary choices Edit a piece of text with spelling/grammatical errors and improve basic vocabulary. Vocabulary:
	Online Safety			
	National Curriculum Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
	Y3	Y4	Y5	Y6
1.	<u>I know what to do if something online makes me uncomfortable</u> Recognise unsafe or upsetting content can be found online	<u>I understand app, game and film age ratings and why they exist</u> Identify which apps, games and films are appropriate for children aged 8–9	<u>I understand what safe and respectful online behaviour is</u> Behave respectfully online (netiquette).	<u>I understand what respectful and responsible online communication is</u> Treat others with courtesy, politeness, and consideration during digital interactions

	- Know trusted adults they can talk to if something is inappropriate - Use the "Report" or "Block" buttons on platforms Role-play different online scenarios and discuss what action to take (e.g., tell an adult, report content, log off) Vocabulary: e-safety, trusted, report, block	- Know ratings are to protect children from harmful content. - Recognise commonly used apps (e.g., WhatsApp, YouTube, Roblox) Explore age ratings and reasons behind them. Scenario card sorting: "Is this app, film, game okay for me?" Vocabulary: age rating, age appropriate, age restrictions, content, permission, suitable	- Behave online the same as you do when you are with others. - Would others be proud of you if they read your messages? Class discussion: What rules do we follow at school/home? What rules should we follow online? Create a class "Online Safety Charter." Role-play correct vs. incorrect online behaviour. Vocabulary: respectfully, charter Red pen link: Acceptable use contract in reading diaries	- Use appropriate language, respecting privacy, acknowledge different opinions, and avoid behaviour that could be harmful or offensive - Recognise the differences between joking, teasing, and bullying - Think before you post: is it kind, true, and necessary? Scenario sort: sort online comments into "kind", "unkind", or "bullying" Discuss how would you feel if someone posted these comments about you? News story of a student suspended for inappropriate comments in a group chat - consequences of your behaviour Vocabulary: courtesy, offensive, inappropriate Red pen link: the impact we have on others wellbeing
2.	<u>I know it is importance not to overshare online</u> - Never share full name, school, address, or phone number online. - Photos and messages can be copied and spread. Discuss why we don't share information and who could see anything we do share. Sorting game: Students decide whether information is safe to share or not safe to share Vocabulary: overshare Red pen link: How we can try to always keep yourself safe – at home, school, in the community	<u>I can use messaging apps with respect and kindness</u> - Understand the purpose of messaging apps. - There are rules we should set ourselves for safe and respectful messaging. - Unkind messages affect our confidence, wellbeing and friendships. Discuss how messaging apps work (focus on WhatsApp) Identify features (text, voice notes, photos, emojis, group chats) Watch a short role-play: "A message gone wrong" Create a guide "Top 5 WhatsApp Rules for Kids" Vocabulary: private, respectful, chat, emoji, message, voice note	<u>I know what is safe to share online</u> - Personal information is my name, address, school, phone number. - Don't share personal information online as strangers could access and use this. Show two online profiles: one safe, one unsafe. Discuss the differences. Safe or Not Safe? - sorting game with pieces of information (e.g., name, school, favourite food) Vocabulary: Personal information, profile Red pen link: safety offline – when out in the streets playing, walking to school	<u>I understand what a digital footprint is and how it can affect my future</u> - Every post, like, or search adds to your online record - Your online actions can be permanent. - Employers and schools may look at your digital footprint Google yourself: or someone you know. Discuss what kind of info can show up. Footprints - list online actions and whether they're positive, neutral, or risky Design a positive digital footprint "tree" – roots are values, branches are actions Watch clips or read articles on real-life examples: A teen denied university placement because of old tweets. Man sacked from the England cricket team, TikTok users facing backlash over past videos. Vocabulary: digital footprint, permanent, risky Red pen link: how I could affect my future
3.	<u>I understand why strong passwords matter and how to create them</u>	<u>I know how to be kind and respectful online and why this is important</u>	<u>I know how to respond to uncomfortable or dangerous online situations</u>	<u>I understand how location tracking works and its risks and benefits</u>

	• Passwords protect accounts and personal information • A good password is private, hard to guess, and not shared (except with a parent/guardian) Discuss why we have passwords, why these should not be shared and the possible consequences if we do. Children create a strong password using a mix of words, numbers and characters (e.g. "Tiger7Cake!"). In groups, swap passwords. Can we guess whose they are. If we can't, they are strong passwords Vocabulary: password, protect, account, private	• Understand the impact of our words online – wellbeing, self-esteem Roleplay good v bad messaging behaviour Rewrite unkind messages into kind ones On a WhatsApp template write a positive conversation "Digital Compliment Chain" – write nice messages to peers Vocabulary: tone, kindness, respectful Red pen link: would we say these things to someone face to face? Would our parents/grandparents be proud if they read our messages?	• Learn how to block users on different platforms • Know when and how to report something that makes them feel uncomfortable Watch a child-friendly video (e.g., CEOP's "Jessie & Friends") Practice using reporting and blocking buttons (screenshots/mock platforms) Create a "Worry Guide" showing what to do if something bad happens online Vocabulary: block, platform, CEOP, screenshot	• Tools like Find My, Snapchat maps, and AirTags can be used to track a person's whereabouts. • Risks of sharing your location publicly are that strangers may be able to locate you. • Risks of turning off location for safety are that your parents won't know where you are if you get into difficulty or you won't be able to locate your phone. Role-play: One person is the tracker, one is the target (using fictional scenarios). Privacy settings challenge: Where to find and change them on a phone. Share AirTag stalking cases, Missing phone found using "Find My iPhone" Vocabulary: location, privacy settings, stalking
4.	<u>I know websites, games, and videos are suitable for different ages</u> • Know games, films, apps have an age rating - PEGI • Use only age-appropriate apps/games (ratings) • Ask an adult before downloading, playing or watching something new Look at different app, game and film icons/logos and decide if they're appropriate for Year 3 Why are they inappropriate? Is it ok to play/watch things not for our age? Vocabulary: age rating, appropriate, inappropriate, PEGI Red pen link: Rule of Law – here to protect us	<u>I know what screen time is and why balance is important</u> • Screen time balance is important for maintaining good physical health, mental well-being, and healthy social interactions. • Excessive screen time can lead to obesity, sleep problems, and eye strain. • Limiting screen time can allow for better sleep and mental health Look at the NHS recommended screen time. Reflect on our screen time habits – when do we go online, how long? Keep a screen time diary (24-hour log) Create a BAR chart of our digital day. Is it balanced? Does it need to change? Vocabulary: screen time, break, balance, healthy, offline, online Red pen link: What do we miss when we're always online? – friends, physical activity, family, going out, fresh air	<u>I know how filters affect what we see and that not everything online is true</u> • Websites and apps use filters to show, alter and improve certain content • Not all information or images online are real or true • Filters can negatively affect people by making them feel inferior Show edited/filtered vs. real images. Discuss examples of online "tricks" (photographs of people/places, adverts, fake news) Create a "Spot the Fake" checklist Vocabulary: filters, inferior, edited, fake news Red pen link: self-image, loving and respecting ourselves	<u>I can recognize how influencers can affect behaviour, sometimes negatively</u> • Influencers may seem cool because they often present an aspirational lifestyle filled with exciting activities, trendy products, and seemingly perfect experiences • It is important to understand that influencers often carefully curate their online presence, and that the reality of their lives may be different from what is shown • Sites like TikTok present benefits and drawbacks. It can be a platform for creative expression, entertainment, and even education, but it also carries risks related to mental health, safety, and potential for harmful content exposure Watch a safe TikTok trend vs a risky one – compare Look at the "Benadryl Challenge" and how it led to serious harm. Why would people copy this? What should you do? Design a "Safe and Fun" challenge

				Vocabulary: influencer, aspirational, platform Red pen link: resisting peer pressure
5.	<u>I know why it is important to be respectful and positive online</u> - Treat others online how you would like to be treated - Understand what cyberbullying is and how to respond - Understand the impact of cyberbullying on others Create our own "Online Kindness Pledge" and sign it Vocabulary: pledge, cyberbully, impact Red pen link: respecting other, anti-bullying	<u>I understand who it is safe to communicate with online</u> - It is safest to communicate with people you know in real life, like family, close friends, and classmates. - It's important to be cautious about communicating with strangers online, even if they claim to be children. - Recognize and report inappropriate contact Watch a story (e.g., Childnet's "The Smart Crew") Identify trusted adults and establish online rules Create a "My Online Safety Plan" Key Vocabulary: stranger, trust, block, report, private Red pen link: stranger danger	<u>I can recognise some online pop-ups and ads are too good to be true.</u> - Identify what pop-ups and clickbait ads look like. - Know if a pop-up appears don't click on it and tell an adult. Watch/show examples of pop-ups. Sort examples - "Would you click this?" Design a logo: "Don't Click That!" Vocabulary: pop-ups, clickbaits, logo	<u>I know how to stay safe when communicating with others during online games</u> - When receiving a friend request or taking part in online chat not everyone is who they say they are - Use reporting and blocking tools if you don't know the person or if someone is being abusive Create a set of rules for online gaming. Role-play: what to do if someone asks for personal info Look at news of adults posing as children in games –what actions should you take? Vocabulary: personal information
6.			<u>I can apply the online safety lessons to daily digital use</u> - I can treat others with respect when online - I will not share personal information online - I will not click on unsuitable content and will block people I don't know Create a digital or paper guide for myself and other children. Include tips for: sharing info, blocking/reporting, spotting fake info, dealing with pop-ups Vocabulary: as above	<u>I can apply the online safety lessons to daily digital use</u> <i>I know who to talk to if something goes wrong online</i> <i>I know how to block and report concerns.</i> Review our key safety behaviours Make a personal "online code of conduct". Make an Online Promise sheet to protect self (commitments to safe online behaviour). Share real life stories of people who made mistakes online but learned and improved Vocabulary: protect, CEOP NSPCC, UK safer internet centre, Child net, Think u know
	Presentation 4 lessons			
	National Curriculum 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			

	Y3	Y4	Y5	Y6
1.	<u>I can import pictures and text using pic collage</u> - Import pictures and use inbuilt stickers - Add and format text (size, font, colour) Insert pictures and add captions to display information on a given topic. Vocabulary: import, format, font, text	<u>I can import photographs and text to make an Apple Clips presentation</u> - Know how to start a new project - Import photos - Add and format text (size, font, colour) Add in photos and write captions using different fonts, size, colours. Vocabulary: presentation, import, format, font, text	<u>I can insert text and images into PowerPoint making it engaging for the audience</u> - Explore PowerPoint: slides, title, designs - Add text formatting fonts (size, colour, style) - Insert images (insert, pictures) from the computer or powerpoint - Save the file in student's folder Discuss what presentations are and where we see them - school, business Create a 1-slide presentation with title, text and an image Vocabulary: insert, slides, format	<u>I can insert text and pictures in a variety of ways</u> - Recap the features learnt in year 5 - Use animations to add variety to text and images (e.g. appear, fly in, 1 feature/sentence at a time, fade) Select a topic for us to make a presentation. Build up each session adding in new taught features. Vocabulary: animate, animations, feature
2.	<u>I can arrange images and text in different layouts to present information</u> Arrange photos, images and stickers in different grid or freestyle arrangements Create a presentation page using images from a topic thinking about layout features. Gallery technique – share pictures and say which ones you prefer and why. Vocabulary: image, text, freestyle, grid	<u>I can add video, music and audio speech to Apple Clips</u> - Upload photos, videos, music and speech to present information - Change backgrounds and colours to enhance the appearance of the clip Add audio to the photos and cations. Vocabulary: upload, background, enhance, audio	<u>I can edit images and layout</u> - Explore further the different tools on PowerPoint - Add new slides with different layouts - Resizing, moving and rotating images adding shapes (arrows, circles) and use drawing tools - Use design themes and background colours (solid, gradient, patterns) Manipulate photos and slides to present in different ways. Vocabulary: tools, layout, resize, rotate, solid, gradient	<u>I can make various transitions between slides to engage the audience</u> - Control the order and timing of animations - Add transitions between slides (e.g. fade, push) to create a visually engaging presentation Build up the number of slides with a variety of transitions and timings. Vocabulary: animations, transitions, fade, push
3/4	<u>I can use images, text, and stickers in PicCollage to present information</u> - Make pic collages to display topic work using the learnt skills - Edit work so it is clear and attractive Vocabulary: present, edit	<u>I can use images, clips, text, and sound in Apple Clips to present information</u> - Make Apple Clips to present topic work using the learnt skills - Edit work so it is clear and attractive (reorder, trim, add transitions or music) - Present work to others Vocabulary: presentation, edit, reorder, trim, transitions	<u>I can add text and images to a PowerPoint presentation and make changes to the designs</u> - Make a presentation using all learned skills - Use play slideshow and present to a targeted audience Vocabulary: slideshow, audience	<u>I can insert music and videos to a PowerPoint presentation</u> Add hyperlinks to embed videos and music Add hyperlinks to previous slides made. Vocabulary: hyperlinks, embed
4/5				<u>I can use animations, transitions and music/video to present information creatively</u>

				- Complete the presentation using all learned skills. - Present to a targeted audience. Vocabulary: targeted audience
	Research 2 lessons			
	National Curriculum Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
	Y3	Y4	Y5	Y6
	<u>Understand that bookmarking and favouriting a page makes accessing a webpage quick and easy.</u> Tasks: 1. What do they already know about bookmarks/ favourites. Locate safari on ipads. Show on flipchart – icons (visual) and the 5 webpages we will use often: hit the button, tt rockstars....	<u>I can use effective searching to answer questions</u> 1. Recap vocabulary from last week and introduce the new vocab 2. Discuss top tips when searching for an answer eg no need to write in full sentences/ no need to punctuate 3. Working in pairs, the children answer a range of questions by deciding the most effective question to put into a search engine Vocabulary: search engine, results page, internet, rank, order, key words		
	<u>WALT: Understand what a search engine is and how it works</u> TASK 1 – learn how to turn google safe search and filtering This is done for us on our school devices but now we will know how to apply this at home. Learn what an internet browser is Know what a search engine is and how to use a search engine for research purposes.	<u>WALT: Understand that information on the internet isn't always reliable</u> 1. Share ways of checking the reliability of information on line 2. Watch clip – ‘Fake News’ 3. The children will be given 2 cards on the same subject. The children need to decide which card is true and which is false. How do they know? Vocabulary: reliability, fake, spoof website		
	<u>WALT: Apply research techniques when using a search engine</u> Talk about reliability of information we read online. Remember what a search engine is and how it works.			<u>I know why Tim Berners-Lee is important to computer research</u> Tim Berners Lee invented the World Wide Web for sharing, collaborating and communicating which made research

Children (in pairs) will use google search engine effectively to find the answer to questions from our topic learning (sticky knowledge quiz) Pairs must make sure they find the same answer x 2 to check its reliability – if it brings up a different answer to options on the quiz write this down. Challenge – write some more questions about the Stone Age for which you want to know the answer to.			possible. Children will be provided with facts, information and website links about Tim Berners-Lee on Seesaw. They must make a pic collage explaining how and why Berners-Lee is important to computer research. Vocabulary: www , sharing , collaborating , communicating , research . Red pen link:
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	Computer Science 3 lessons			
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	National Curriculum Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities for communication and collaboration			
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	Y3	Y4	Y5	Y6

	Drawing 4 lessons			
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	National Curriculum			
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	Y3	Y4	Y5	Y6

	AI 5 lessons			
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	Y3	Y4	Y5	Y6
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	Databases 3 lessons			
	National Curriculum 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			
	Y3	Y4	Y5	Y6
	Programming/Coding 5 lessons			
	National Curriculum Use sequence, selection, and repetition in programs. Work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical system. Solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.			
	Y3	Y4	Y5	Y6
	Steve Jobs is widely recognized as a pioneer of the personal computer revolution of the 1970s and 1980s.	Alan Turing - highly influential in the development of theoretical computer science, providing the concepts of algorithm and computation with the Turing machine, considered a model of a general-purpose computer.	Arthur C Clarke British science fiction writer, science writer and futurist, inventor, undersea explorer, and television series host. Proposed idea of setting up a satellite communication system – computer science.	Charles Babbage 1791 -1871 English polymath. A mathematician, philosopher, inventor and mechanical engineer. Babbage is credited with inventing the first mechanical computer – the analytical engine. Considered Father of Computing.

				Tim Berners Lee invented the World Wide Web for sharing, collaborating and communicating which made research possible.