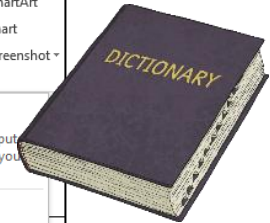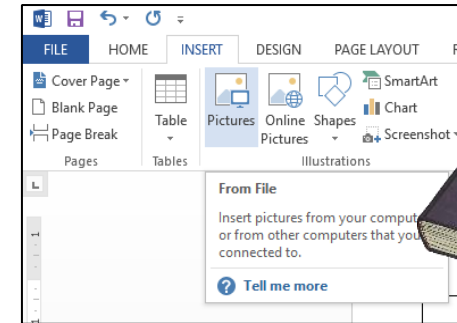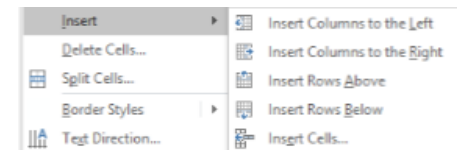## Word Processing

Knowledge	Skills
To know how to format images for a purpose.	To select, edit and manipulate text in different ways. To insert images onto a document. To format images to achieve various effects
To know how to use formatting tools to create an effective layout.	To identify ways to improve a layout. To select, edit and manipulate text in various ways.
To know how to use the spellcheck tool.	To identify some of the main keyboard shortcuts. To find and use the different functions of the spellcheck tool. To add a spelling to the spelling dictionary.
To know how to insert and format a table in a word processing document.	To insert a simple table. To add and delete rows and columns. To format the borders of the cells within a table. To suggest ways to change a table.
To know how to change a page layout for a purpose.	To change the orientation and size of the page. To change the layout by using the column tool.
To know how to create hyperlinks within a word document.	To copy the URL. To format a hyperlink and find an appropriate place to insert it.

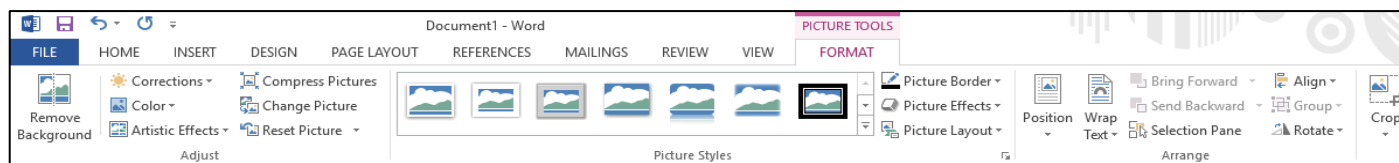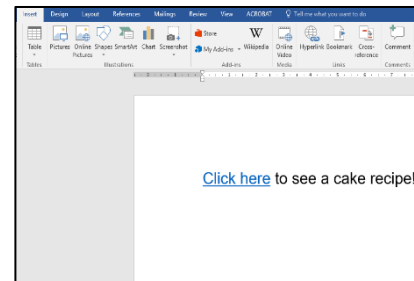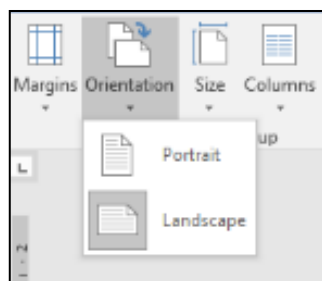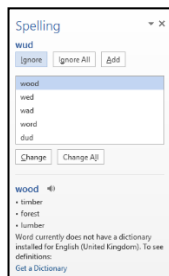*This unit's Online Safety focus develops their understanding of Online Relationships.*

Key Words

Format, image, insert, Microsoft Word, poster, font, colour, type, size, align, select, folder, edit, document, webpage, copy, paste, toolbar, copyright, review, spelling, spellcheck, grammar, ignore, change, ignore all, add to dictionary, highlight, cursor, word processing, layout, object, area, bullets, numbering, text box, manipulate, features, save, wrap, table, border, cell, shading, rota, navigate, columns, page layout, page size, A5, A4, tool, menu, picture, recipe. Hyperlink, voucher, URL, text, images, apply, combine, tools, improve and create.

Programming

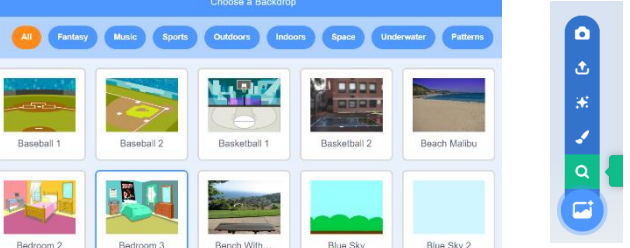| Knowledge	Skills
To know how to write and debug a program which uses sequence and repetition.	To decompose a problem into smaller parts. To write a program using Scratch and visual programming blocks. To identify errors and debug a program using Scratch. To use repetition to create an effect. To write a program including a scoring system. To demonstrate how a scoring system works and assign numeral values.
To know how to use sequence and selection.	To create a sequence of instructions using Scratch. To use the duplicate function. To add an existing sequence of commands.
To know how to work with variables.	To program a variable for a sprite in Scratch. To add features to a sprite in Scratch. To use variables to change the backdrop in a quiz. To select when to change the variable in the program sequence. To create a variable scoring system using Scratch.

This unit's Online Safety focus develops their understanding of Online Reputation.
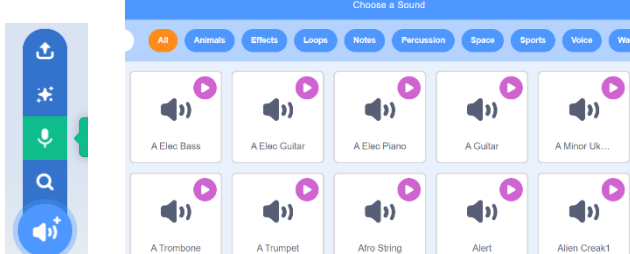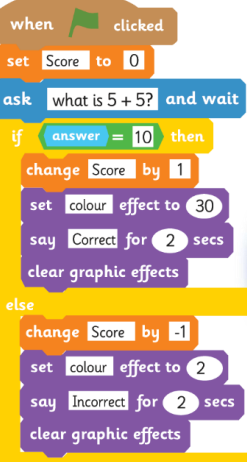
Debugging Question 2:
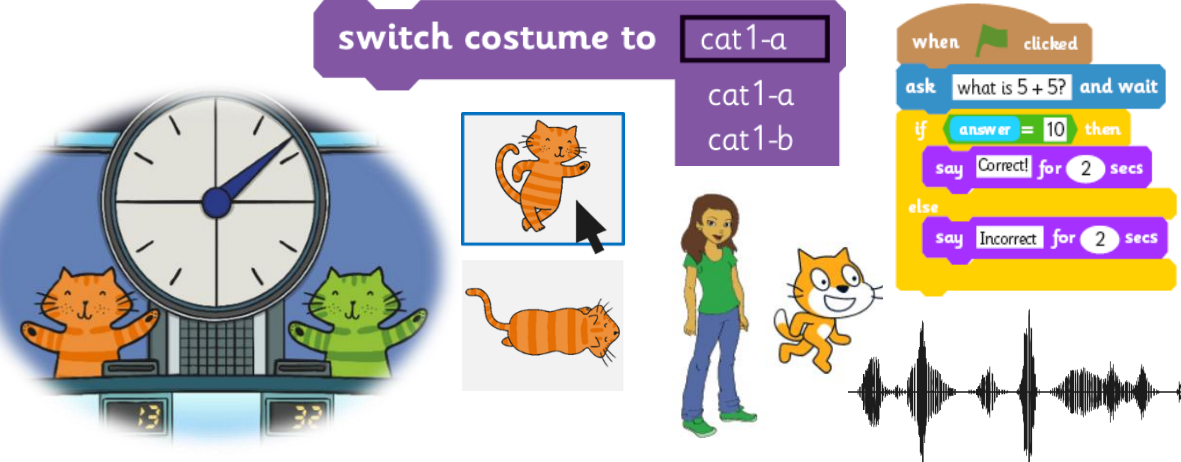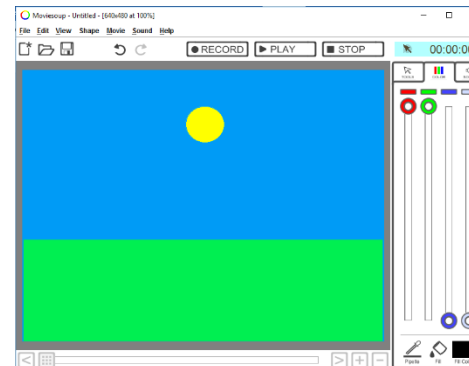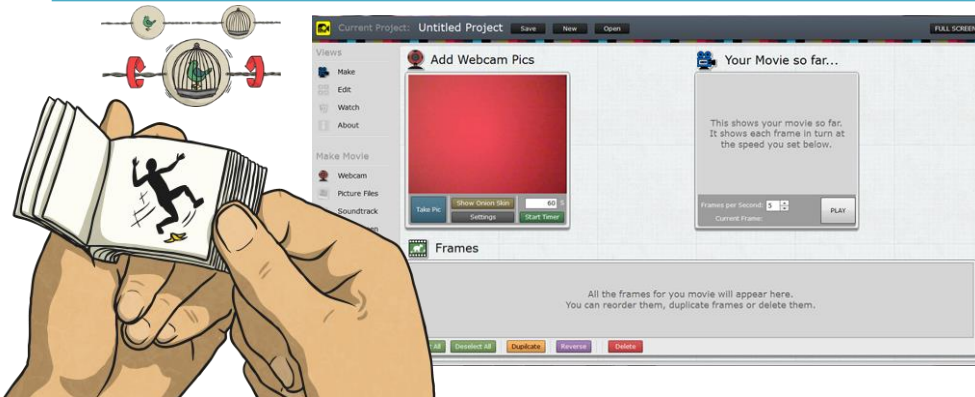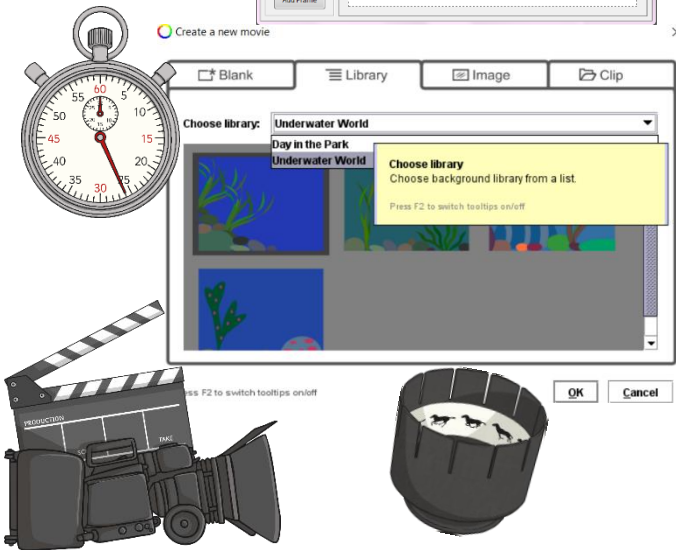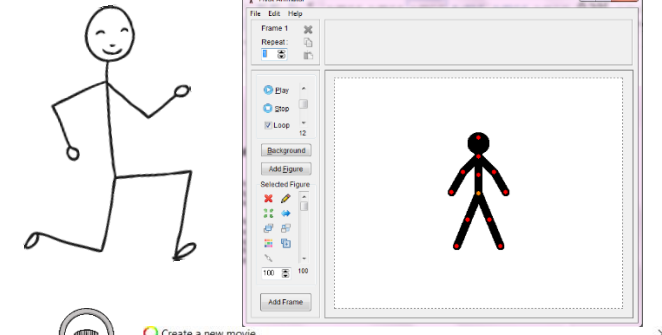
Does it work?

What needs to be changed?

Key Words

Sprite, block, command, algorithm, correct, errors, program, quiz, debug, Scratch, variables, colour, words, costume, size, effects, background, backdrop, sounds, record, play, broadcast, answer, repeat, sound effects, visual effects, change, vary and score.

switch costume to cat1-a

cat1-a

cat1-b

Animation

Knowledge	Skills
To know about the early forms of animation before computers and how computers have made a difference.	To explain what is meant by animation. To describe early devices used to develop animation techniques. To explain how simple animation techniques work and how computer software has improved animation techniques.
To know how to create a short computer animation using one or more moving stick figures.	To create series of linked frames. To make slight changes to an image, using onion skinning. To edit and refine still images to improve my animation. To add a second figure and animate them interacting with each other.
To know how to create a recorded animation involving moving characters on a background.	To use animation recording to animate the movement of a character. To animate the interaction between two characters. To use the time slider to find a new place in a clip. To insert a new character at a given place in a clip. To edit or change objects at different parts of a clip.
To know how to use a camera to create a short stop motion animation film.	To take still images using a digital camera. To import my own suitable photos to create stop-frame animation. To change the content of a picture by the correct amount between frames. To order or sequence frames to create the effect of smooth movement.

This unit's Online Safety focus develops their understanding of Health, Well-being and Lifestyle.

Key Words

Animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, backdrop stop motion, stop frame, upload, image, analyse, evaluate, positive, negative and effectiveness.