

Computing Progression

Concept: Creating media

YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> ■ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -I can create patterns, spot any mistakes and correct them. -I can create a maze with other children. - I can include the important features in my drawings -I can label these. - I can copy existing designs -I can collect objects of different shapes and colours from my environment. -I can organise my objects into colour or shape categories. -I can create a map by drawing objects, placing items and / or using boxes to represent buildings. -I can use different 2D shapes - move, turn, 	<ul style="list-style-type: none"> - I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture - I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist - I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices - I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs - I can change the colour and brush sizes - I can make dots of colour on the page 	<ul style="list-style-type: none"> - I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph - I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format - I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it - I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo - I can explain my choices 	<ul style="list-style-type: none"> - I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works - I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like - I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen - I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames - I can evaluate another learner’s animation 	<ul style="list-style-type: none"> - I can identify digital devices that can record sound and play it back - I can identify the inputs and outputs required to play audio or record sound - I can recognise the range of sounds that can be recorded - I can discuss what other people include when recording sound for a podcast - I can suggest how to improve my recording - I can use a device to record audio and play back sound - I can discuss why it is useful to be able to save digital recordings - I can plan and write the content for a podcast - I can save a digital recording as a file - I can discuss ways in which audio recordings can be altered - I can edit sections of of an audio recording - I can open a digital recording from a file 	<ul style="list-style-type: none"> - I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos - I can experiment with different camera angles - I can identify and find features on a digital video recording device - I can make use of a microphone I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose - I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video - I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video 	<ul style="list-style-type: none"> - I can discuss the different types of media used on websites - I can explore a website - I know that websites are written in HTML - I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page - I can describe what is meant by the term ‘fair use’ - I can find copyright-free images - I can say why I should use copyright-free images - I can add content to my own web page - I can evaluate what my web page looks like on different devices and suggest/make edits - I can preview what my web page looks like - I can describe why navigation paths are useful



Computing Progression

<p>place and overlap them to create my own version of the seaside object.</p>	<ul style="list-style-type: none"> - I can use dots of colour to create a picture in the style of an artist on my own - I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper - I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard - I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys - I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters - I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking 	<ul style="list-style-type: none"> - I can recognise that images can be changed - I can use a tool to achieve a desired effect - I can apply a range of photography skills to capture a photo - I can identify which photos are real and which have been changed - I can recognise which photos have been changed - I can describe how music makes me feel, e.g. happy or sad - I can identify simple differences in pieces of music - I can listen with concentration to a range of music (links to the Music curriculum) - I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer - I can use a computer to create a musical pattern using three notes 	<ul style="list-style-type: none"> - I can explain ways to make my animation better - I can improve my animation based on feedback - I can add other media to my animation - I can evaluate my final film - I can explain why I added other media to my animation - I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly - I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly - I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important 	<ul style="list-style-type: none"> - I can choose suitable sounds to include in a podcast - I can discuss sounds that other people combine - I can use editing tools to arrange sections of audio - I can discuss the features of a digital recording I like - I can explain that digital recordings need to be exported to share them - I can suggest improvements to a digital recording - I can explain the effect that editing can have on an image - I can explore how images can be changed in real life - I can identify changes that we can make to an image - I can change the composition of an image by selecting parts of it - I can consider why someone might want to change the composition of an image - I can explain what has changed in an edited image - I can choose effects to make my image fit a scenario 	<ul style="list-style-type: none"> - I can store, retrieve, and export my recording to a computer - I can evaluate my video and share my opinions - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will impact on the quality of the final outcome - I can discuss how a vector drawing is different from paper-based drawings - I can identify the main drawing tools - I can recognise that vector drawings are made using shapes - I can explain that each element added to a vector drawing is an object - I can identify the shapes used to make a vector drawing - I can move, resize, and rotate objects I have duplicated - I can explain how alignment grids and resize handles can be used to improve consistency - I can modify objects to create different effects 	<ul style="list-style-type: none"> - I can explain what a navigation path is - I can make multiple web pages and link them using hyperlinks - I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website - I can explain the implication of linking to content owned by others - I can discuss the similarities and differences between 2D and 3D shapes - I can explain why we might represent 3D objects on a computer - I can select, move, and delete a digital 3D shape - I can change the colour of a 3D object - I can identify how graphical objects can be modified - I can resize a 3D object - I can position 3D objects in relation to each other - I can rotate a 3D object - I can select and duplicate multiple 3D objects - I can create digital 3D objects of an appropriate size
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Computing Progression

	<ul style="list-style-type: none">- I can decide if my changes have improved my writing- I can say what tool I used to change the text- I can use 'undo' to remove changes- I can explain the differences between typing and writing- I can make changes to text on a computer- I can say why I prefer typing or writing	<ul style="list-style-type: none">- I can identify that music is a sequence of notes- I can refine my musical pattern on a computer- I can use a computer to create a musical pattern using three notes- I can describe an animal using sounds- I can explain my choices- I can save my work - I can explain how I made my work better- I can listen to music and describe how it makes me feel- I can reopen my work	<ul style="list-style-type: none">- I can choose the best locations for my content- I can make changes to content after I've added it- I can paste text and images to create a magazine cover- I can choose a suitable layout for a given purpose- I can identify different layouts- I can match a layout to a purpose- I can compare work made on desktop publishing to work created by hand- I can identify the uses of desktop publishing in the real world- I can say why desktop publishing might be helpful	<ul style="list-style-type: none">- I can explain why my choices fit a scenario- I can talk about changes made to images- I can choose appropriate tools to retouch an image- I can give examples of positive and negative effects that retouching can have on an image- I can identify how an image has been retouched- I can combine parts of images to create new images- I can sort images into 'fake' or 'real' and explain my choices- I can talk about fake images around me- I can compare the original image with my completed publication- I can consider the effect of adding other elements to my work- I can evaluate the impact of my publication on others through feedback	<ul style="list-style-type: none">- I can use the zoom tool to help me add detail to my drawings- I can change the order of layers in a vector drawing- I can identify that each added object creates a new layer in the drawing- I can identify which objects are in the front layer or in the back layer of a drawing- I can copy part of a drawing by duplicating several objects- I can group to create a single object- I can reuse a group of objects to further develop my vector drawing- I can apply what I have learned about vector drawings- I can suggest improvements to a vector drawing- I create alternatives to vector drawings	<ul style="list-style-type: none">- I can group a digital 3D shape and a placeholder to create a hole in an object- I can identify the 3D shapes needed to create a model of a real-world object- I can choose which 3D objects I need to construct my model- I can modify multiple 3D objects- I can plan my 3D model- I can decide how my model can be improved- I can evaluate my model against a given criterion- I can modify my model to improve it
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