

# The John Ball Curriculum

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## Computing



## **A vision for Computing at John Ball School**

In today's society, technology is everywhere. At John Ball school we believe it is essential that all pupils gain the confidence and ability they need in this subject to prepare them for the rapidly developing and changing future they will grow up in. The use of ICT will enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

We will aim to:

- Give all pupils opportunities to use ICT in every subject in the curriculum.
- Teach all pupils how to use the internet safely, not by limiting their use of the internet, but by teaching sensible use of it.
- Give pupils opportunities to choose when to use ICT and which ICT to use for given tasks when appropriate.
- Keep up-to-date with educational developments in ICT and have a commitment to teachers having the necessary tools to do their jobs effectively, helping them to be confident and capable of creating effective and creative learning experiences for all pupils.

**Our computing subject leader is Julie Odeje and she can be contacted on [jodeje.209@lgflmail.org](mailto:jodeje.209@lgflmail.org)**

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2020 2021

COMPUTING OVERVIEW	Key Stage 1		Lower KS2		Upper KS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Online Safety (1 session) <b>COVID-19 CATCH UP</b>	Online Safety (1 session) <b>COVID-19 CATCH UP</b>	Online Safety (1 session) <b>COVID-19 CATCH UP</b>	Online Safety (1 session) <b>COVID-19 CATCH UP</b>	Online Safety (1 session) <b>COVID-19 CATCH UP</b>	Online Safety (1 session) <b>COVID-19 CATCH UP</b>
<b>Autumn 2</b>	Review: Online Safety Beebots (physical robots and the app)	Review: Online Safety Espresso Coding Year 2 Starter Unit	Review: Online Safety Word processing Touch typing	Review: Online Safety Internet and email	Review: Online Safety Internet and email	Review: Online Safety Espresso Coding Year 6 Starter Unit Coding units 6a - variables and 6b object properties
<b>Spring 1</b>	Handling data	Data Handling	Sratch Jnr Hour of Code	Espresso Coding Year 4 Starter Units and units 4a – variables and 4b - loops	Espresso Coding Year 5 Starter Unit Coding units 5a – co-ordinates and 5b - simulations	Scratch Hour of Code
<b>Spring 2</b>	Creating books	Word processing	Data Handling	Word processing	Movie Making Animation	Spreadsheets
<b>Summer 1</b>	Review: Online Safety Espresso Coding Unit 1b – Simple inputs Unit 1a - the move	Review: Online Safety Taking pictures	Review: Online Safety Espresso Coding Year 3 Starter Unit and units 3a – sequences and 3b - events	Review: Online Safety i-Movie	Review: Online Safety Scratch and Probots Hour of Code	Review: Online Safety Data Handling
<b>Summer 2</b>	Creating pictures	Espresso Coding units 2a - inputs and 2b – buttons and instructions	Email	Sratch Jnr Hour of Code	Spreadsheets	Movie Making Green screen Animation

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SKILLS COMPUTING		Key Stage 1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>To code</b>	<b>Motion</b>	<ul style="list-style-type: none"> <li>Control motion by specifying the number of steps to travel, direction and turn.</li> </ul>		<ul style="list-style-type: none"> <li>Use specified screen coordinates to control movement.</li> </ul>		<ul style="list-style-type: none"> <li>Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> </ul>	
	<b>Looks</b>	<ul style="list-style-type: none"> <li>Add text strings, show and hide objects and change the features of an object.</li> </ul>		<ul style="list-style-type: none"> <li>Set the appearance of objects and create sequences of changes.</li> </ul>		<ul style="list-style-type: none"> <li>Change the position of objects between screen layers (send to back, bring to front).</li> </ul>	
	<b>Sound</b>	<ul style="list-style-type: none"> <li>Select sounds and control when they are heard, their duration and volume.</li> </ul>		<ul style="list-style-type: none"> <li>Create and edit sounds. Control when they are heard, their volume, duration and rests.</li> </ul>		<ul style="list-style-type: none"> <li>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> </ul>	
	<b>Draw</b>	<ul style="list-style-type: none"> <li>Control when drawings appear and set the pen colour, size and shape.</li> </ul>		<ul style="list-style-type: none"> <li>Control the shade of pens.</li> </ul>		<ul style="list-style-type: none"> <li>Combine the use of pens with movement to create interesting effects.</li> </ul>	
	<b>Events</b>	<ul style="list-style-type: none"> <li>Specify user inputs (such as clicks) to control events.</li> </ul>		<ul style="list-style-type: none"> <li>Specify conditions to trigger events.</li> </ul>		<ul style="list-style-type: none"> <li>Set events to control other events by 'broadcasting' information as a trigger.</li> </ul>	
	<b>Control</b>	<ul style="list-style-type: none"> <li>Specify the nature of events (such as a single event or a loop).</li> </ul>		<ul style="list-style-type: none"> <li>Use IF THEN conditions to control events or objects.</li> </ul>		<ul style="list-style-type: none"> <li>Use IF THEN ELSE conditions to control events or objects.</li> </ul>	
	<b>Sensing</b>	<ul style="list-style-type: none"> <li>Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</li> </ul>		<ul style="list-style-type: none"> <li>Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> </ul>	
	<b>Variables and lists</b>			<ul style="list-style-type: none"> <li>Use variables to store a value. Use the functions define, set, change, show and hide to control the variables.</li> </ul>		<ul style="list-style-type: none"> <li>Use lists to create a set of variables.</li> </ul>	
	<b>Operators</b>			<ul style="list-style-type: none"> <li>Use the Reporter operators                      () + ()                      () - ()                      () * ()                      () / ()                      to perform calculations.</li> </ul>		<ul style="list-style-type: none"> <li>Use the Boolean operators                      () &lt; ()                      () = ()                      () &gt; ()                      ()and()                      ()or()                      Not()                      to define conditions.</li> <li>Use the Reporter operators                      () + ()                      () - ()                      () * ()                      () / ()                      to perform calculations.</li> <li>Pick Random () to ()</li> </ul>	

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				<ul style="list-style-type: none"> <li>• Join ()</li> <li>• Letter () of ()</li> <li>• Length of ()</li> <li>• () Mod () This reports the remainder after a division calculation</li> <li>• Round ()</li> <li>• () of ()</li> </ul>
	<ul style="list-style-type: none"> <li>• Participate in class social media accounts.</li> <li>• Understand online risks and the age rules for sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to blogs that are moderated by teachers.</li> <li>• Give examples of the risks posed by online communications.</li> <li>• Understand the term 'copyright'.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use simple databases to record information in areas across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise and construct databases using applications designed for this purpose in areas across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</li> </ul>	

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## Computing – Year 1

Half term	Topic title	Coverage
Autumn 1	<b>Online Safety</b>  Resources: <ul style="list-style-type: none"> <li>Hector's World</li> <li>Think U know</li> <li>PiXL E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>Keep themselves safe while using digital technology.</li> <li>Understand that information on the internet can be seen by others.</li> <li>Know what to do when they see disturbing content.</li> </ul> <p style="text-align: center;"><b>COVID-19 CATCH UP</b></p>
Autumn 2	<b>Coding 1</b>  Resources <ul style="list-style-type: none"> <li>Beebots (physical robots and the app)</li> <li>Off line programming via Espresso Coding</li> <li>LGfL J2e - jit5 turtle and - j2code</li> </ul>	<ul style="list-style-type: none"> <li>Give a sequence of instructions to a Beebot.</li> <li>Create a Bee Bot program using a sequence of instructions before running it using the Go button.</li> </ul>
Spring 1	<b>Handling data</b>  Resources: <ul style="list-style-type: none"> <li>2graph</li> <li>LGfL J2e – j2data</li> </ul>	<ul style="list-style-type: none"> <li>Learn to collect data electronically.</li> <li>Interpret data collected.</li> </ul>
Spring 2	<b>Creating books</b>  Resources: <ul style="list-style-type: none"> <li>LGfL J2e - jit5</li> <li>2createastory</li> </ul>	<ul style="list-style-type: none"> <li>Using the skills and knowledge from the previous term, the children should create books using their own photos and share them electronically e.g. on the school's server.</li> </ul>
Summer 1	<b>Coding 2</b>  Resources <ul style="list-style-type: none"> <li>LGfL J2E</li> <li>Espresso Coding Unit 1b – Simple inputs</li> <li>Unit 1a - the move</li> <li>LGfL J2e - j2code</li> </ul>	<ul style="list-style-type: none"> <li>The second half term use their knowledge of programming a physical object to make objects move on a screen using more advanced algorithms.</li> </ul>
Summer 2	<b>Creating pictures</b>  Resources: <ul style="list-style-type: none"> <li>2Paint</li> <li>LGfL J2e – jit5</li> <li>MS Paint</li> </ul>	Use digital technology to store and retrieve content. <ul style="list-style-type: none"> <li>Know that electronic pictures can be</li> <li>duplicated</li> <li>saved,</li> <li>edited and</li> <li>Shared</li> </ul>

### Year 1 Key Vocabulary

Online safety, computer, tablet, coding, program, algorithm, internet, data handling and sort

## Computing – Year 2

Half term	Topic title	Coverage
Autumn 1	<b>Online Safety</b>  Resources: <ul style="list-style-type: none"> <li>• Hector's World</li> <li>• Think U know</li> <li>• PiXL E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• The child can keep safe and show respect to others while using digital technology.</li> <li>• Respect others right to privacy online</li> <li>• know to use filtered Safe Search when looking for images on the internet.</li> </ul> <p style="text-align: center;"><b>COVID-19 CATCH UP</b></p>
Autumn 2	<b>Coding 1</b>  Resources <ul style="list-style-type: none"> <li>• Espresso Coding</li> <li>• Year 2 Starter Unit</li> <li>• LGfL J2e –j2code</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to make objects move when they are clicked.</li> <li>• Learn how to make objects disappear.</li> </ul>
Spring 1	<b>Handling Data</b>  Resources <ul style="list-style-type: none"> <li>• 2graph</li> <li>• LGfL J2e – j2data</li> <li>• Card based filing system</li> </ul>	Learn to search a data base for specific information: <ul style="list-style-type: none"> <li>• To sort data depending on different fields.</li> <li>• To create a data base from data collected.</li> <li>• To create charts from given and collected data.</li> </ul>
Spring 2	<b>Word processing</b>  Resources: <ul style="list-style-type: none"> <li>• 2Createastory</li> <li>• MS Word</li> <li>• LGfL J2e – jit5</li> </ul>	<ul style="list-style-type: none"> <li>• Know that written words can be turned into text</li> <li>• Text added can be edited.</li> <li>• Pictures/photos can be added to text</li> <li>• Text can be published.</li> </ul>
Summer 1	<b>Taking pictures</b>  Resources: <ul style="list-style-type: none"> <li>• Camera (iPad)</li> <li>• 2Paint</li> <li>• MS Paint</li> <li>• Picsart</li> <li>• LGfL J2e - Camera</li> </ul>	<ul style="list-style-type: none"> <li>• Create original content using digital technology.</li> <li>• Know that digital pictures can be                             <ul style="list-style-type: none"> <li>• duplicated</li> <li>• saved</li> <li>• edited and</li> <li>• shared</li> </ul> </li> </ul>
Summer 2	<b>Coding 2</b>  Resources: <ul style="list-style-type: none"> <li>• Espresso</li> <li>• Coding units 2a - inputs and 2b – buttons and instructions</li> <li>• LGfL J2e – j2code</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the keyboard can be used to control objects on screen.</li> <li>• Know that one object can be used to control another object.</li> <li>• Know that programs respond to different sorts of inputs.</li> </ul>

### Year 2 Key Vocabulary

Online safety, program, algorithm, debug, input, button, digital image, word processing and formatting.



## Computing – Year 3

Half term	Topic title	Coverage
Autumn 1	<b>Internet skills and online safety</b> Resources <ul style="list-style-type: none"> <li>• Think U know</li> <li>• PiXL E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• How to stay safe online by               <ol style="list-style-type: none"> <li>1. Learning how to deal online bullying – reporting etc</li> <li>2. Creating safe usernames</li> <li>3. Generating secure passwords</li> <li>4. Identifying if a website is secure</li> </ol> </li> </ul> <p style="text-align: center;"><b>COVID-19 CATCH UP</b></p>
Autumn 2	<b>Online Safety</b> <b>Touch typing &amp; Word processing</b> Resources: <ul style="list-style-type: none"> <li>• 2Type</li> <li>• BBC Dancemat typing</li> <li>• LGfL J2e – j2write</li> <li>• MS Word</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to search the internet effectively using the correct search terms.</li> <li>• Using appropriate search engines .</li> </ul> <p>- Learn to touch type using BBC Bitesize 'Dance Mat Typing' – It is a 12 stage course that children can also practise at home</p> <ul style="list-style-type: none"> <li>• Use word processing to publish their work               <ol style="list-style-type: none"> <li>1. Change font style, size, colour</li> <li>2. Format text: <b>bold</b>, <u>underline</u> and <i>italic</i></li> <li>3. Add photos/diagrams/charts.</li> </ol> </li> </ul>
Spring 1	<b>Coding 2</b> Resources <ul style="list-style-type: none"> <li>• Espresso Coding</li> <li>• Computing at School</li> <li>• Hour of Code</li> </ul>	<p>The second half term is to put together the skills and knowledge acquired in the previous half term.</p> <ul style="list-style-type: none"> <li>• Learn to design and make your own app; practise using conditional events in code and debugging code when there is a problem.</li> </ul>
Spring 2	<b>Data handling</b> Resources: <ul style="list-style-type: none"> <li>• 2graph</li> <li>• Math Graping Lite</li> <li>• LGfL J2e – j2data</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to search a data base for specific information</li> <li>• To sort data depending on different fields</li> <li>• To create a data base from data collected</li> <li>• To create charts from given and collected data</li> </ul>
Summer 1	<b>Coding 1</b> Resources <ul style="list-style-type: none"> <li>• Espresso Coding</li> <li>• Computing at School</li> <li>• LGfL J2e – j2code</li> </ul>	<ul style="list-style-type: none"> <li>• How to program a sequence of actions</li> <li>• Practise using time to program a sequence of actions and make simple animation</li> <li>• Learn to design, write and debug your own app; practise using time in code to create an animation</li> <li>• Learn how to use conditional 'if' statements to program a maze game</li> <li>• Learn to design and make your own app; practise using conditional events in code and debugging code when there is a problem.</li> <li>• Learn how to use conditional 'if' statements to program a simple game; use 'if hit' statements to check if objects have Collided</li> </ul>
Summer 2	<b>Email</b> Resources: <ul style="list-style-type: none"> <li>• LondonMail</li> <li>• Internet browsers</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the opportunities technology offers for communication.</li> <li>• Emails can send a message across the country around the world.</li> <li>• Password privacy.</li> </ul>

## Year 3 Key Vocabulary

Online safety, program, algorithm, debug, sequence, event, data handling, field, table, email



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## Computing – Year 4

Half term	Topic title	Coverage
Autumn 1	<b>Internet skills and online safety</b> Resources: Think U know PiXL E-Safety	<ul style="list-style-type: none"> <li>How to stay safe online by               <ol style="list-style-type: none"> <li>Using technology safely and respectfully.</li> <li>Understanding that information on the internet can be seen by others.</li> <li>Keeping personal information private.</li> <li>Knowing where to go for help.</li> </ol> </li> </ul> <p style="text-align: center;"><b>COVID-19 CATCH UP</b></p>
Autumn 2	<b>Internet &amp; Email</b> Resources: <ul style="list-style-type: none"> <li>LondonMail</li> <li>Internet browsers</li> </ul>	<ul style="list-style-type: none"> <li>Understand computer networks including the internet.</li> <li>Understand how networks can provide multiple services, such as the World Wide Web.</li> <li>Understand the opportunities networks offer for communication.</li> </ul>
Spring 1	<b>Coding 1</b> Resources: <ul style="list-style-type: none"> <li>Espresso Coding</li> <li>Computing at School</li> <li>LGfL J2e – j2code</li> </ul>	<ul style="list-style-type: none"> <li>Know there is sequence and repetition in programs.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>
Spring 2	<b>Word processing and publishing</b> Resources <ul style="list-style-type: none"> <li>MS Office</li> <li>Padlet</li> <li>LGfL J2e – j2write</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices.</li> <li>Design and create a range of programs, systems and content that accomplish given goals.</li> </ul>
Summer 1	<b>Movie Making</b> Resources: <ul style="list-style-type: none"> <li>iPads</li> <li>iMovie</li> <li>Kinemaster</li> <li>Windows Movie Maker</li> <li>YouTube/Padlet</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices.</li> <li>Design and create a range of programs, systems and content that accomplish given goals.</li> </ul>
Summer 2	<b>Coding 2</b> Resources: <ul style="list-style-type: none"> <li>Espresso Coding</li> <li>Computing at School</li> <li>Hour of Code</li> <li>Scratch</li> </ul>	<p>The second half term is to put together the skills and knowledge acquired in the previous half term.</p> <ul style="list-style-type: none"> <li>Learn to design and make your own app; practise using conditional events in code and debugging code when there is a problem.</li> </ul>

<b>Year 4 Key Vocabulary</b>
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Online safety, program, algorithm, debug, variable, loop, trailer, clips, internet, search engine
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## Computing – Year 5

Half term	Topic title	Coverage
Autumn 1	<b>Online Safety</b> Resources: <ul style="list-style-type: none"> <li>Think U know</li> <li>PiXL E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly.</li> <li>Recognise acceptable/unacceptable behaviour.</li> <li>Know a range of ways to report concerns and inappropriate behaviour.</li> <li>Be discerning in evaluating digital content</li> </ul> <p style="text-align: center;"><b>COVID-19 CATCH UP</b></p>
Autumn 2	<b>Internet and email</b> Resources: <ul style="list-style-type: none"> <li>A variety of browsers</li> <li>Londonmail</li> </ul>	<ul style="list-style-type: none"> <li>Understand computer networks including the internet.</li> <li>Understand how networks can provide multiple services, such as the World Wide Web.</li> <li>Understand the opportunities networks offer for communication and collaboration.</li> </ul>
Spring 1	<b>Coding 1</b> Resources: <ul style="list-style-type: none"> <li>Epresso Coding</li> <li>Probotix &amp; Probots</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals.</li> <li>Use logical reasoning to detect and correct errors in algorithms and programs.</li> </ul>
Spring 2	<b>Movie Making</b> Resources <ul style="list-style-type: none"> <li>iMovie</li> <li>Stop Motion</li> <li>Windows Movie Maker</li> <li>LGfL J2e – j2spotlight</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices.</li> <li>Know that technology can produce different effects for movies/animation.</li> </ul>
Summer 1	<b>Coding 2</b> Resources: <ul style="list-style-type: none"> <li>Scratch</li> <li>Hour of Code Hopscotch</li> </ul>	<ul style="list-style-type: none"> <li>The second half term is to put together the skills acquired in the previous half term.</li> <li>Learn to design and make your own app; practise using conditional events in code and debugging code when there is a problem.</li> </ul>
Summer 2	<b>Spreadsheets</b> Resources: <ul style="list-style-type: none"> <li>MS Excel</li> <li>LGfL J2e – j2office - spreadsheet</li> <li>Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices.</li> <li>Design and create a range of programs, systems and content that accomplish given goals.</li> <li>Collecting, analysing, evaluating and presenting data and information.</li> </ul>

## Year 5 Key Vocabulary

Online safety, program, algorithm, debug, co-ordinate, simulation, spreadsheet, formula, animation and frame.

## Computing – Year 6

Half term	Topic title	Coverage
Autumn 1	<b>Internet, email and Online Safety</b> Resources: <ul style="list-style-type: none"> <li>• Think U know</li> <li>• PiXL E-Safety</li> <li>• LondonMail</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly.</li> <li>• Recognise acceptable/unacceptable behaviour.</li> <li>• Know a range of ways to report concerns and inappropriate behaviour.</li> <li>• Be discerning in evaluating digital content.</li> <li>• Understanding.</li> <li>• Know how search results are selected and ranked.</li> </ul> <p style="text-align: center;"><b>COVID-19 CATCH UP</b></p>
Autumn 2	<b>Coding 1</b> Resources: <ul style="list-style-type: none"> <li>• Espresso Coding</li> <li>• LGfL J2e – j2coding</li> <li>• Hour of Code</li> </ul>	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals.</li> <li>• Know how to control or simulate physical systems.</li> <li>• Solve problems by decomposing them into smaller parts.</li> </ul>
Spring 1	<b>Coding 2</b> Resources: <ul style="list-style-type: none"> <li>• Scratch</li> <li>• Hour of Code</li> <li>• Hopscotch</li> </ul>	<ul style="list-style-type: none"> <li>• The second half term is to put together the skills acquired in the previous half term.</li> <li>• Learn to design and make your own app; practise using conditional events in code and debugging code when there is a problem.</li> </ul>
Spring 2	<b>Spreadsheets</b> Resources: <ul style="list-style-type: none"> <li>• Ms Excel</li> <li>• LGfL J2e – j2office - spreadsheet</li> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices.</li> <li>• Design and create a range of programs, systems and content that accomplish given goals.</li> <li>• Collecting, analysing, evaluating and presenting data and information.</li> </ul>
Summer 1	<b>Data Handling</b> Resources: <ul style="list-style-type: none"> <li>• J2 Data</li> </ul>	<ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices.</li> <li>• Design and create a range of programs, systems and content that accomplish given goals.</li> <li>• Collecting, analysing, evaluating and presenting data and information.</li> </ul>
Summer 2	<b>Movie Making</b> Resources: <ul style="list-style-type: none"> <li>• Green screen by Do Ink</li> <li>• Stop Motion</li> <li>• LGfL J2e – j2spotlight</li> </ul>	<ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices.</li> <li>• Know that technology can produce different effects for movies/animation.</li> </ul>

<b>Year 6 Key Vocabulary</b>
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Online safety, social media, program, algorithm, debug, object properties, green screen, editing, and publish.
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