YEAR 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Creating media – Digital Writing	The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. No Specific ELG links.	To develop understanding of using a computer to create and manipulate text.	To use a computer to create music digitally, comparing digital and non-digital.	To become familiar with the terms 'text' and 'images'. To understand that they can be used to communicate messages.	To develop understanding of how digital images can be changed and edited. To learn how to resave and reuse digital images.	To create short videos in pairs or groups. Developing skills of capturing, editing and manipulating.	To identify what makes a good webpage and use this information to design and evaluate their own website.

COMPOSITES

Use technology purposefully to create, organise, store, manipulate, and retrieve digital content

Use technology safely and respectfully, keeping personal information private

COMPONENTS

	1	2	3	4	5	6	End Point
	How can I use a computer to write?	How can I add and remove text on a computer?	Can I identify that the look of the text can be changed on a computer?	Do I make careful choices when changing text?	Can I explain why I used the tools that I chose?	Can I compare typing on a computer to writing on paper?	Children will have increased knowledge and understanding of using computers to create and manipulate digital content, focusing on a word processor. Children will develop their ability to find and use the keys on a keyboard in order to create digital content. Children will begin to manipulate the resulting text, making cosmetic changes, and justifying their reason for making these changes

CONCEPTS Link to concept map	Creating Media Information Technology Computer Science	Creating Media Information Technology Computer Science	Creating Media Information Technology Computer Science	Creating Media Information Technology Computer Science	Creating Media Information Technology Computer Science	Creating Media Information Technology Computer Science	
SKILLS	Open a word processor Identify and find keys on a keyboard	Enter text into a computer Use letter, number, and Space keys Use Backspace to remove text	Type capital letters Identify and use the toolbar, including bold, italic and underline	Select a word by double-clicking Select all of the text by clicking and dragging Change the font	State the tools used to change text Decide if changes have improved writing Use 'Undo' to remove changes	Make changes to text on a computer Discuss preferences about writing or typing	Children will be able to create and edit text on a word processor. Children will be able to identify the tools used to change text and discuss their preferences.
KNOWLEDGE	Recognise keys on a keyboard	Understand that a keyboard can be used to type letters, words, sentences and numbers	Know what the keys that I have already learnt about do Know that the toolbar and use bold, italic, and underline	To know what a font is and how it can be changed	To name tools used to change and edit text	Explain the differences between typing and writing	Children will know that text can by created using a keyboard and that it can be edited using tools on a word processor.
LESSON LINK	..\..\..\..\..\..\Hubs\Computing\NCCE Teach Computing\Year 1\3 - Creating media – Digital writing	..\..\..\..\..\..\Hubs\Computing\NCCE Teach Computing\Year 1\3 - Creating media – Digital writing	..\..\..\..\..\..\Hubs\Computing\NCCE Teach Computing\Year 1\3 - Creating media – Digital writing	..\..\..\..\..\..\Hubs\Computing\NCCE Teach Computing\Year 1\3 - Creating media – Digital writing	..\..\..\..\..\..\Hubs\Computing\NCCE Teach Computing\Year 1\3 - Creating media – Digital writing	..\..\..\..\..\..\Hubs\Computing\NCCE Teach Computing\Year 1\3 - Creating media – Digital writing	
PROGRESSIVE VOCABULARY	word processor keyboard keys letters type	numbers space backspace text cursor	capital letters toolbar bold italic underline	mouse select font	undo redo font format	compare typing writing	
CURRICULUM EXPERIENCES				To create a digital poster			

END POINT						
	Children will familiarise themselves with a word processor and think about how they might use this application in the future. The children will also identify and find keys, before adding text to their page by pressing keys on a keyboard.	Children will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The children will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.	Children will begin to explore the different tools that can be used in word processors to change the look of the text. Children will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Children will match simple descriptions to the related key. Finally, children will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.	Children will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The children will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.	Children will begin to justify their use of certain tools when changing text. The children will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The children will be able to explain what tool from the toolbar they have used to change their writing.	Children will make comparisons between using a computer for writing and writing on paper. The children will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the children will begin to explain which they like best and think about which method would be the best method to use in different situations.	