

Gawber Computing - Key Skills Progression

Along with the units covered within Purple Mash, each year group will have to ensure they teach their set of given key skills. These key skills will develop the children's use and understanding of basic computer skills, typing and elements of digital media so that they become well rounded in all areas of computing.

Key Skills Progression	FS2	1	2	3	4	5	6
Learning the Key Skills	- Children recognise a range of technology and how they use this technology in their lives - Children know how to operate a camera or ipad to take photographs - Children learn to recognise features of computers and ipads e.g. mouse, keyboard, screen and camera	- To know how to switch a range of digital devices (computer/laptop s) on and off - Load programs (office, apps) with support - Open and close apps - Use a mouse pad to navigate an age-appropriate website/know how to navigate programmes - Use a mouse pad to select/drag/positi on an object or window to talk about what they are doing with - Take photo in landscape and portrait with and begin to understand when the need for each is	- To develop awareness of keyboard layout and use of a mouse e.g. use the mouse or arrow keys to insert words and sentences - To know caps lock /enter/ space bar/ backspace and undo - Change font/ size/colour and style of text. - To begin to use two hands when typing - To Log on/off digital devices - To use navigation skills to access appropriate parts of a website/ simple program/ app - To learn how to take photos in landscape and portrait and to	- To upload from digital devices and the Internet to a shared space (Class folders/Children's folder) - To know that they can access their work from any school computer by logging on to their Folder/Network Area - Open/edit and save their work in own space - To insert/cut/ copy/paste - To use 'save' and 'save as' to help save their work - To open their work from a given folder in the network - To develop further basic drafting skills: - Insert words or sentences - Centre titles - Change font, font size, colour - Practice touch typing - Children use digital cameras and ipads with increasing skill and know	- To use ctrl+alt+prntscrn (or just prntscrn) to take a picture of the whole screen and paste it into paint/word to adapt it - Use windows snipping tool to capture and annotate work - Continue to practice touch typing - Use more than two fingers to type - To develop further basic drafting and editing skills - Edit literacy work using Word/PPT - Use spell checker - Children understand that ICT allows us to make improvements to our work quickly and efficiently - Children select and import images and begin to explore the	- To be able to use an online dictionary/thesaurus to search out level specific grammar and vocabulary independently - To use a variety of techniques to save and annotate on screen projects (screenshots/snipping) - To find, save, crop and edit images to suit needs of projects - Continue to practice touch typing and use several fingers when typing - Use spellchecker and grammar checker to ensure consistency throughout work - Children can use different filming techniques and camera angles e.g. zoom, panning, wide shot	- To select suitable software to edit and redraft written work - Use a variety of keyboard shortcuts to improve efficiency on computing systems - Continue to develop fluency and accuracy using touch typing - Children make clear connections to the audience when designing and creating digital content - Children use criteria to evaluate the quality of digital work and are able to make improvements - Through peer assessment and self-evaluation, evaluate projects both during and after completion, and make suitable improvements

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			- understand when the need for each is - Take a solo and group photo shot with support	- what makes a good photo, they discuss the quality of their image and make decisions - Children can download photos and videos - Children can add sounds to pictures, including recording with a microphone e.g. using Chatterpix - Children begin to use green screen to aid their videos and photographs - Children use photos and sounds to help create a multi-media presentation e.g. PPT or Movie Maker	- effects which can be created - Children begin to capture video clips to help communicate their ideas - Children use photos, videos and sounds to help create a multi-media presentation e.g. PPT or Movie Maker	- Children can plan a video or animation by drawing a storyboard - Children use a range of sound effects, music and voice overs to create mood/ atmosphere - Children can collaboratively capture, edit, reorganise and enhance video clips to communicate ideas and information to specific audiences	- Children upload, save and edit sound, photos and video and use these to create a video - Children cut and organise frames of video footage using a timeline to help them - Children select and import sounds and video / visual effects - Children add text, sound effects and other graphic effects to a video they are creating
Using the Key Skills	- Children take photographs - Children use the ipad to access games and learning activities - Children show increasing control over technological devices	- Children use apps on ipad and computer to produce pieces of work with increasing independence. - Children take photos to enhance their learning in other curriculum areas.	- Children use apps on ipad and computer to produce pieces of work with increasing independence. - Children log in effectively to computers and apps e.g. purple mash and TTRS - Children take photos to enhance	- Children use apps on ipad and computer to produce pieces of work independently for a range of other curriculum areas. - Children successfully log on and out of TTRS, Purple Mash and computers - Children open, close and save work with increased independence - Children start to show how photos and sound can	- Children use apps on ipad and computer to produce pieces of work independently for a range of other curriculum areas. - Children successfully log on and out of TTRS, Purple Mash and computers with increased efficiency. - Children open, close and save work with	- Children will begin to choose apps on ipad and computer programmes to help them produce pieces of work independently for a range of other curriculum areas. - Children successfully log on and out of TTRS, Purple Mash and computers with increased efficiency.	- Children will choose apps on ipad and computer programmes to help them produce pieces of work independently for a range of other curriculum areas. - Children can use their increasing skill with technology to fix issues with computers / ipads e.g. control volume,

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			their learning in other curriculum areas.	enhance the work they produce.	increased independence. • Children record and use video. • Children start to show how photos, video and sound can enhance the work they produce.	• Children can use their increasing skill with technology to fix issues with computers / ipads e.g. control volume, change keyboard and lighting settings if necessary. • Children open, close and save work independently • Children record and use video with increasing skill using a variety of shots and angles. • Children show how photos, video and sound can enhance the work they produce.	change keyboard and lighting settings if necessary. • Children open, close and save work independently • Children show how photos, video and sound can enhance the work they produce with increasing independence.
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