

### Cycle A

Connecting computers	Stop Frame amination	The internet	Desktop publishing	Repetition in shapes	Audio Production
<b>E1, C6, S2, S4</b>	<b>C3, C6, E3</b>	<b>E1, E2,E3, E4, C6,</b>	<b>C4, C6, E4,</b>	<b>S1, S2, S3, S6, C6</b>	<b>C2, C6, E3, E4,</b>
<b>Subject Specific Vocabulary</b>					
device, input, output, network, information, components	animation, sequence, movement, consistency, media	World Wide Web, networks, internet, websites, content, reiable/unreliable	text, image, layout, content, settings	accurate, program, modify, loop, repeat, decompose	audio, record, podcast, edit, combine,
<b>I will ...</b>					
<ul style="list-style-type: none"> <li>explain how digital devices function</li> <li>identify input and output devices</li> <li>recognise how digital devices can change the way that we work</li> <li>explain how a computer network can be used to share information</li> <li>explore how digital devices can be connected</li> <li>recognise the physical components of a network</li> </ul>	<ul style="list-style-type: none"> <li>explain that animation is a sequence of drawings or photographs</li> <li>related animated movement with a sequence of images</li> <li>plan an animation</li> <li>identify the need to work consistently and carefully</li> <li>review and improve an animation</li> <li>evaluate the impact of adding other media to an animation</li> </ul>	<ul style="list-style-type: none"> <li>describe how networks physically connect to other networks</li> <li>recognise how networked devices make up the internet</li> <li>outline how websites can be shared via the World Wide Web</li> <li>describe how content can be added and access on the World Wide Web</li> <li>explain how the content of the World Wide Web is created by people</li> <li>evaluate the consequence of unreliable content.</li> </ul>	<ul style="list-style-type: none"> <li>recognise how text and images convey information</li> <li>recognise that text and layout can be edited</li> <li>choose appropriate page settings</li> <li>add content to a desktop publishing publication</li> <li>consider how different layouts can suit different purposes</li> <li>consider the benefits of desktop publishing</li> </ul>	<ul style="list-style-type: none"> <li>identify that accuracy in programming is important</li> <li>create a program in a text-based language</li> <li>explain what repeat means</li> <li>modify a count controlled loop to produce a given outcome</li> <li>decompose a task into small steps</li> <li>create a program that uses count-controlled loops to produce a given outcome</li> </ul>	<ul style="list-style-type: none"> <li>identify that a sound can be recorded</li> <li>explain that audio recordings can be edited</li> <li>recognise the parts of creating a podcast project</li> <li>apply audio editing skills independently</li> <li>combine audio to enhance my podcast project</li> <li>evaluate the effective use of audio</li> </ul>

### Cycle B

Branching Databases	Sequencing Sounds	Data Logging	Events and actions in programs	Photo editing	Repetition in games
<b>C6, C7, E3</b>	<b>S1, S2, S3, S5, C6</b>	<b>S2, S7, C6</b>	<b>S1, S2, S3, S8, C6</b>	<b>C5, C6, E3, E4,</b>	<b>S1, S2, S3, S9, C6</b>
<b>Subject Specific Vocabulary</b>					
branching database, attributes, data,	command, outcome, program, sequence, appearance	data, data logger, 'data points', sensors, analyse	sprite, program, algorithm, blocks, sequence, features, debug	rotate, crop, effects, clone, edit, combine,	count controlled loop, predict, code, infinite, sequence, repetition
<b>I will...</b>					
<ul style="list-style-type: none"> <li>• create questions with yes/no answers</li> <li>• identify the attributes needed to collect data about an object</li> <li>• create a branching database</li> <li>• explain why it is helpful for a database to be well structured</li> <li>• plan the structure of a branching database</li> <li>• independently create an identification tool</li> </ul>	<ul style="list-style-type: none"> <li>• explore a new programming environment</li> <li>• identify that commands have an outcome</li> <li>• explain that a program has a start</li> <li>• recognise that a sequence of commands can have an order</li> <li>• change the appearance of my project</li> <li>• create a project from a task description</li> </ul>	<ul style="list-style-type: none"> <li>• explain that data is gathered over time can be used to answer questions</li> <li>• use a digital device to collect data automatically</li> <li>• explain that a data logger collects 'data points' from sensors over time.</li> <li>• recognise how a computer can help is analyse data</li> <li>• identify the data need to answer questions</li> <li>• use data from sensors to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• explain how a sprite moves in an existing project</li> <li>• create a program to move a sprite in four directions</li> <li>• adapt a program to a new context</li> <li>• develop my program by adding features</li> <li>• identify and fix bugs in a program</li> <li>• design and create a maze-based challenge</li> </ul>	<ul style="list-style-type: none"> <li>• explain that the composition of digital images can be changed</li> <li>• explain that colours can be changed in digital images</li> <li>• explain how cloning can be used in photo editing</li> <li>• explain that images can be combined</li> <li>• combine images for a purpose</li> <li>• evaluate how changed can improve an image</li> </ul>	<ul style="list-style-type: none"> <li>• develop the use of count-controlled loops in a different programming environment</li> <li>• explain the in programming there are infinite loops and count-controlled loops</li> <li>• develop a design that includes two or more loops which run at the same time</li> <li>• modify an infinite loop in a given program</li> <li>• design a project that includes repetition</li> <li>• create a project includes repetition</li> </ul>