Computing at Great Whelnetham

C of E Primary School

Year: Year 4/5 – Cycle 1

Owls Class

Cycle 1

Title	Online Safety 4.2
Overview	Children will understand how they can protect themselves from online identity theft. They will understand that information put online leaves a digital footprint or trail and that this can aid identity theft. Pupils will learn key vocab linked to this area includinggrooming and phising. Pupils will also Identify the positive and negative influences of technology on health and the environment. They will understand the importance of balancing game and screen time with other parts of their lives.
Knowledge Acquisition	By the end of this topic, children will be able to understand their digital footprint and how to protect themselves from identify theft. They will be able to identify risks and benefits of installing software as well as understanding 'plagiarism'. They will be able to apply online safety rules and use correct behavior when participating or contributing to online communities. They will understand the right of privacy online and offline.
Vocabulary	Computer virus Phising Digital footprint Identify theft Cookies Malware Spam Copyright
Key LearningObjectives	➢ To understand how children can protect themselves from online identitytheft. ➢ Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. ➢ To identify the risks and benefits of installing software including apps. ➢ To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. ➢ To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. ➢ I have a good understanding of the online safety rules we learn atschool. (4.2 & across curriculum) ➢ I can demonstrate how to use different online technologies safely. (4.2& across curriculum) ➢ I can demonstrate how to use a few different online services safely. ➢ I know I have a right to privacy both on and offline.

SuggestedLearning Experiences	➢ Children to analyse emails to identify features of genuine and fake ones/phishing. ➢ Complete online safety top tips 2do programme. ➢ Compare two texts to identify plagiarised work. ➢ Complete screen time fact file ➢ Create charts to present screen time data ➢ I can create and improve my solutions to a problem based on feedback.For example, create a program using 2Code. ➢ To identify the positive and negative influences of technology on health and the environment. ➢ To understand the importance of balancing game and screen time withother parts of their lives. ➢ I can review solutions that others have created, using a checklist of criteria. ➢ I can work collaboratively to create content and solutions

Title	Hardware investigators 4.8
Overview	In this short topic pupils will explore different forms of technology as well as specifically focusing on the components to make a computer. Once learnt thechildren will recall these and create a leaflet to explain the components.
Knowledge acquisition	Pupils will learn about the physical components that make a computer – exploring how they work together to create a unique experience for users.
Vocabulary	Keyboard and mouse Speaker Monitor Network cardGraphic card CPU RAM Motherboard
Key LearningObjectives	➢ To understand the different parts that make up a computer ➢ To recall the different parts that make up a computer. ➢ I recognise the main component parts of hardware which allow computers to join and form a network ➢ I understand that network and communication components can be found in many different devices which allow them to join the internet
SuggestedLearning Experiences	➢ Children can name the different parts of a desktop computer. ➢ Children know what the function of the different parts of a computer is. ➢ Children have created a leaflet to show function of computer parts.

Title	Spreadsheets (Y4) 4.3
Overview	The use of spreadsheets has a strong link to mathematics. Pupils will create spreadsheets, specifically for budgeting. They will explore using a range of tool buttons including timer and spin buttons. Finally, they will explore how to use place value within a spreadsheet document.
Knowledge Acquisition	Pupils will learn how to add formulae and explore formatting cells effectively. They will lwarn how to use different functions such as timer, spin, graph creation and more before applying these to a range of real life problems including budgeting a party.
Vocabulary	Average Copy and paste Cells Columns Charts Equal toolsFormula
Key LearningObjectives	➢ To add, formulae and explore formatting cells ➢ Use timer and spin buttons ➢ Create a line graph ➢ Use a spreadsheet for budgeting ➢ Use place value within a spreadsheet.
SuggestedLearning Experiences	➢ Children can use the number formatting tools within 2Calculate to appropriately format numbers. ➢ Children can add a formula to a cell to automatically make a calculation inthat cell. ➢ Children can use the timer, random number and spin button tools. ➢ Children can combine tools to make fun ways to explore number. ➢ Children can use a series of data in a spreadsheet to create a line graph. ➢ Children can use a line graph to find out when the temperature in the playground will reach 20°C. ➢ Children can make practical use of a spreadsheet to help them plan actions. ➢ Children can use the currency formatting in 2Calculate ➢ Children can allocate values to images and use these to explore placevalue. ➢ Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.

Title	Coding 4.1
Overview	To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. In this unit pupils will be using a sketch or storyboard to represent a program design and algorithm. Before using thisdesign to create a program. They will be exploring how to use variables to make objects change and respond. Moving into using timers and a controlled simulation.
Knowledge Acquisition	Pupils will learn how to build upon their coding knowledge from previous years, using program design and algorithms. Pupils will learn how to use a range of variables to manipulate their program as well as constantly reviewing and debugging their lines of code. Finally, Pupils will use repetition in their code. For example, using a loop that continues uta condition is met such as the correct answer being entered.
Vocabulary	Action Bug Design mode Alert Code design Event Algorithm Command Input Bugging/debugging
Key LearningObjectives	➢ To review coding vocabulary. ➢ To use a sketch or storyboard to represent a program design and algorithm. ➢ To use the design to create a program including variables ➢ To introduce the If/else statement and use it in a program. ➢ To create a variable. ➢ To explore a flowchart design for a program with an if/else statement ➢ To create a program which responds to the If/else command, using thevalue of the variable. ➢ To create a program with an object that repeats actions. ➢ To use the Repeat Until command to make objects repeat actions. ➢ To program an object to respond to user keyboard input ➢ To make timers and counting machines using variables to print a new number to the screen every second. ➢ To explore how 2Code can be used to investigate control by creating a simulation. ➢ To know what decomposition and abstraction are in computer science. ➢ To take a real-life situation, decompose it and think about the level of abstraction. ➢ I can identify errors in my code by using different methods, such as steeping through lines of code and fixing them ➢ I can turn a real-life situation to solve into an algorithm, using a designthat shows how I can accomplish this in code. ➢ I can use repetition in my code. For example, using a loop that continuesuntil a condition is met such as the correct answer being entered

SuggestedLearning Experiences	➢ Pupils can use sketching to design a program and reflect upon their design. ➢ Pupils can create code that conforms to their design ➢ Pupils can set/change the variable values appropriately. ➢ Pupils can interpret a flowchart that depicts an if/else flowchart. ➢ Pupils can create an algorithm modelling the sequence of a simple event. ➢ Pupils can manipulate graphics in the design view to achieve the desired look for the program. ➢ Pupils can use an algorithm when making ➢ Pupils can make good attempts to break down their aims for a coding task into smaller achievable steps.

Title	Logos (Y4) 4.5
Overview	Logo is a text based coding language used to control an on-screen turtle to create mathematical patterns. Children were introduced to turtle patterns using 2Go in year 1. In this unit they will: Learn common commands and constructs of the Logo programming language; develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code.
Knowledge Acquisition	Pupils will learn how to input instructions into the program 2logo. This will help them create a range of unique designs including letter shapes and images. They will have the opportunity to apply prior knowledge from their coding topics to build procedures and use a repeat function to create high quality outcomes.
Vocabulary	Logo RepeatLT RT BK FD SetPC SetPS PU PD
Key LearningObjectives	➢ To learn the structure of the language of Logo. ➢ To input simple instructions in Logo. ➢ Use 2Logo to create letter shapes ➢ Use the repeat button to create letter shapes. ➢ To use and build procedures in Logo
SuggestedLearning Experiences	➢ Children know what the common instructions are in Logo and how to typethem. ➢ Children can follow simple Logo instructions to create shapes on paper. ➢ Children can follow simple instructions to create shapes in Logo. ➢ Children can create Logo instructions to draw patterns of increasing complexity. ➢ Children understand the pu and pd commands. ➢ Children can write Logo instructions for a word of four letters. ➢ Children can follow Logo code to predict the outcome. ➢ Children can create shapes using the Repeat function ➢ Children can use the Procedure feature. ➢ Children can create 'flowers' or 'crystals' using Logo.

Title	Databases (Y5) 5.4
Overview	In this topic pupils will be using their own log in to search for information in a given database. We will move onto adding information into a class database with all pupils contributing. Finally the children will use these skills to create their own database around a given topic.
Knowledge Acquisition	Pupils will learn how to use databases effectively including how we create these (linking to real life scenarios). They will contribute to creating a class database and test its reliability (debugging outcomes). Finally, pupils will begin to create their own databases around a chosen topic before sharing these – testing their reliability.
Vocabulary	Avatar Collaborative Record Branching database Sort, group, arrange Charts Statistics and reports Find Table
Key LearningObjectives	➢ To learn how to search for information in a database ➢ To contribute to a class database ➢ To create a database around a chosen topic.
SuggestedLearning Experiences	➢ Pupils understand the different ways to search a database. ➢ Pupils can search a database to answer questions correctly. ➢ Pupils have designed an avatar for a class database. ➢ Pupils have successfully entered information into a class database. ➢ Pupils can create their own database on a chosen topic. ➢ Pupils can add records to their database. ➢ Pupils know what a database field is and can correctly add field information. ➢ Pupils understand how to word questions so that they can be effectively answered using a search of their database.

Title	3D Modelling (Y5) 5.6
Overview	In this topic, pupils will be introduced to 2Make and use the program in a variety of ways. We will explore the effect of moving points when designing and understand the purpose for our designs. This will help us make good decisions about our design before learning about printing and making.
Knowledge Acquisition	Pupils will learn how to use the program 2design, exploring the effects of moving points when designing. They will design for real life purposes and link to careers in this field. Finally, they will explore the process of printing and making these designs.
Vocabulary	CAD – computer aided design Polygon Viewpoint 3D printing Modelling2D 3D Points Template
Key LearningObjectives	➢ To be introduced to 2Design and Make. ➢ To explore the effect of moving points when designing. ➢ To understand designing for a purpose. ➢ To understand printing and making.
SuggestedLearning Experiences	➢ Pupils know what the 2Design and Make tool is for. ➢ Pupils have explored the different viewpoints in 2Design and Makewhilst designing a building. ➢ Pupils have adapted one of the vehicle models by moving the pointsto alter the shape of the vehicle while still maintaining its form. ➢ Pupils have explored how to edit the polygon 3D models to design a3D model for a purpose. ➢ Pupils have refined one of their designs to prepare it for printing. ➢ Pupils have printed their design as a 2D net and then created a 3Dmodel. ➢ Pupils have explored the possibilities of 3D printing.

Title	Making Music Y4 4.9
Overview	This topic encourages pupils to discuss and experiment with the main elements of a piece of music and allows them to compose themselves. It is important to be familiar with Busy Beats before teaching this unit - watching the introduction videos on the programme will help with this
Knowledge Acquisition	Pupils will learn how to complement rhythm and tempo when using computer programs to make music. They will build knowledge of Pulse, tempo, pitch and texture – experimenting with these while creating their own pieces of music. Finally, pupils will apply knowledge to create a melodic phrase and compose a piece of music.
Vocabulary	Pitch Melody Tempo Rhythm Dynamics Rippler Pulse Texture House music
Key LearningObjectives	➢ To identify and discuss the main elements of music - • Pulse • Rhythm • Tempo • Pitch • Texture ➢ To understand and experiment with rhythm and tempo. ➢ To create a melodic phrase. ➢ To compose a piece of music
SuggestedLearning Experiences	➢ Pupils can use appropriate musical language to discuss a piece ofmusic. ➢ Pupils can identify sounds in a piece of music. ➢ Pupils can explain how a piece of music makes them feel. ➢ Pupils can identify and recall a simple rhythm. ➢ Pupils can explain what tempo is and how changing it can change themood of a piece of music. ➢ Pupils can create their own simple rhythm using Busy Beats ➢ Pupils can show an understanding of melody. ➢ Pupils can create a simple melodic pattern using 2sequence and BusyBeats. ➢ Pupils can use a variety of notes, experimenting with pitch. ➢ Pupils can explore and understand how music is created. ➢ Pupils can experiment with pitch, rhythm, and melody to create a pieceof house music on Busy Beats.

Owls Class

Cycle 2

Title	Online Safety (Y5) 5.2
Overview	Pupils will be building on previous work for keeping themselves and others safe while online. They will understand the impact of sharing digital content can have as well as how to gain support when using technology. We will also learn strategies to stay safe online including how to maintain a secure password. Finally, we will focus on how to reference work and search reliably for valid information.
Knowledge Acquisition	By the end of this topic, children will be able to understand their digital footprint and how to protect themselves from identify theft. They will be able to identify risks and benefits of installing software as well as understanding 'plagiarism'. They will be able to apply online safety rules and use correct behavior when participating or contributing to online communities. They will understand the right of privacy online and offline.
Vocabulary	Online safety Encryption Plagiarism Smart rules Identity theft Citations Password Shared image Reputable Reference Bibliography[hy
Key LearningObjectives	➢ To gain a greater understanding of the impact that sharing digital content can have. ➢ To review sources of support when using technology. ➢ To review pupils' responsibility to one another in their online behaviour. ➢ To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. ➢ To learn about how to reference sources in their work ➢ To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. ➢ Ensuring reliability through using different methods of communication ➢ I know the importance of computer networks and how they help solve problems and enhance communication ➢ I recognise the main dangers that can be perpetuated via computer networks. ➢ I can explain what personal information is and know strategies for keeping this safe. ➢ I can use the most appropriate form of online communication accordingto the digital content. For example, use 2Email, 2Blog and Display Boards ➢ I can report with ease any concerns with content and contact online and know immediate strategies to keep safe
SuggestedLearning Experiences	➢ I think critically about the information that I share online both about myself and others. ➢ I know who to tell if I am upset by something that happens online. ➢ I can use the SMART rules as a source of guidance when online. ➢ Pupils think critically about what they share online, even when asked by

	a usually reliable person to share something. ➢ Pupils have clear ideas about good passwords. ➢ Pupils can see how they can use images and digital technology tocreate effects not possible without technology. ➢ Pupils have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and littlespecialist knowledge. ➢ Pupils can cite all sources when researching and explain the importance of this. ➢ Pupils select keywords and search techniques to find relevant information and increase reliability ➢ Pupils show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.

Title	Effective searching (Y4) 4.7
Overview	This unit builds upon the skills and knowledge developed in Year 2 in Unit 2.5 – Effective Searching. The lesson makes use of the Google search engine but could beadapted to be used with an alternative. These lessons are based upon Basic Search Lesson Plans produced by Google, which can be found at https://sites.google.com/site/gwebsearcheducation/lessonplans.
Knowledge Acquisition	Pupils will learn how to locate information on a search results page as well as applying knowledge from previous topics (websites reliability). They will learn how to search effectively using key words and phrases to find specific results. Finally, pupils will explore the main features of different search engines and explore if all search engines give the same results.
Vocabulary	Easter egg Internet Search engine internet browserwebsite spoof website
Key LearningObjectives	➢ To locate information on the search results page. ➢ To use search effectively to find out information ➢ To assess whether an information source is true and reliable. ➢ I understand the purpose of a search engine and the main featureswithin it. ➢ I can look at information on a webpage and make predictions about the accuracy of information contained within it
SuggestedLearning Experiences	➢ Children can structure search queries to locate specific information ➢ Children have used search to answer a series of questions. ➢ Children have written search questions for a friend to solve ➢ Children can analyse the contents of a web page for clues about the credibility of the information.

Title	Spreadsheets (Y5) 5.3
Overview	During this topic pupils will build on previous knowledge of the 2calculate program which replicates Excel. Pupils will explore new tools in advance mode including how to use text variables to perform calculations. Finally, we will use our new skills to model a real life situation and answer questions.
Knowledge Acquisition	Pupils will learn how to add formulae and explore formatting cells effectively. They will lwarn how to use different functions such as timer, spin, graph creation and more before applying these to a range of real life problems.
Vocabulary	Average Charts Random Tools Advance mode Equals tool Rows Copy and paste Columns Formula Spin tool SpreadsheetCells Formula wizard Timer Move cell tool
Key LearningObjectives	➢ Using conversions of measurements ➢ Novel use of the count tool ➢ Formulae using the advance mode ➢ I can use text variables to perform calculations ➢ I can use a spreadsheet to plan an event.
SuggestedLearning Experiences	➢ Using the formula wizard to add a formula to a cell to automaticallymake a calculation in that cell. ➢ To copy and paste within 2Calculate. ➢ Using 2Calculate tools to test a hypothesis. ➢ To add a formula to a cell to automatically make a calculation in thatcell. ➢ Using a spreadsheet to model a real life situation and answer questions.

Title	Coding (Y5) 5.1
Overview	To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. In this unit pupils will be using a sketch or storyboard to represent a program design and algorithm. Some examples include; creating a storyboard when planning a program that will retell part of a story, creating annotated diagrams, creating an annotated diagram to plan a journey animation that tells the story of an historical event they have been studying, creating a timeline of events in the program.
Knowledge Acquisition	Pupils will learn how to build upon their coding knowledge from previous years, using program design and algorithms. Pupils will learn how to use a range of variables to manipulate their program as well as constantly reviewing and debugging their lines of code. Finally, Pupils will use repetition in their code. For example, using a loop that continues uta condition is met such as the correct answer being entered.
Vocabulary	Action Bug Control Alert Code design Debug Algorithm Command Design mode
Key LearningObjectives	➢ To review coding vocabulary. ➢ To use a sketch or storyboard to represent a program design and algorithm. ➢ To use the design to create a program. ➢ To design and write a program that simulates a physical system. ➢ To review the use of number variables in 2Code. ➢ To explore text variables. ➢ To create a playable, competitive game. ➢ To combine the use of variables, If/else statements and Repeats to achievethe desired effect in code. ➢ To read code so that it can be adapted, personalised and improved. ➢ To explore the launch command and use buttons within a program thatlaunch other programs or open websites. ➢ To create a program to inform others.
SuggestedLearning Experiences	➢ Pupils can use sketching to design a program and reflect upon their design. ➢ Pupils can create code that conforms to their design. ➢ Pupils can explain how their program simulates a physical system. ➢ Pupils can select the relevant features of a situation to incorporate intotheir simulation by using decomposition and abstraction. ➢ Pupils can reflect upon the effectiveness of their simulation. ➢ Pupils can explain what a variable is in programming. ➢ Pupils can set/change the variable values appropriately. ➢ Pupils know some ways that text variables can be used in coding. ➢ Pupils can create a game which has a timer and score pad. ➢ Pupils can use variables to control the objects in the game.

	➢ Pupils can create loops using the timer and If/else statements. ➢ Pupils can include buttons and objects that launch windows to websitesand programs. ➢ Pupils can code a program that informs others.

Title	Game creator (Y5) 5.5
Overview	These lessons use the Purple Mash tool 2DIY 3D. We will look at setting the scene and creating an exciting environment for their games. We will use our programming skills – maximising the playability to create a game that engages the player. Finally, Pupils will have opportunities to share and evaluate their work.
Knowledge Acquisition	Pupils will learn how to set the scene and persuade an audience to play their game. Next, pupils will learn how to use a range of tools in game creator to create a unique quest game with a clear theme. Finally, pupils will acquire the knowledge to add their games to a blog – allowing others to play and evaluate their game.
Vocabulary	Animation Image Texture Computer game Instructions Perspective Customise Interactive Evaluation Screenshot Playability
Key LearningObjectives	➢ I can set the scene ➢ I can create a game environment ➢ I can create a game quest with multiple levels ➢ I can Finish and share my game ➢ I can evaluate my own and other pupil's work.
SuggestedLearning Experiences	➢ Pupils can review and analyse a computer game. ➢ Pupils can describe some of the elements that make a successfulgame. ➢ Pupils can begin the process of designing their own game. ➢ Pupils can design the setting for their game so that it fits with the selected theme. ➢ Pupils can upload images or use the drawing tools to create the walls,floor, and roof. ➢ Pupils can design characters for their game. ➢ Pupils can decide upon, and change, the animations and sounds that the characters make. ➢ Pupils can make their game more unique by selecting the appropriate options to maximise the playability. ➢ Pupils can write informative instructions for their game so that other people can play it. ➢ Pupils can evaluate their own and peers' games to help improve theirdesign for the future.

Title	Animations (Y4) 4.6
Overview	In this topic we will explore the different ways to create animations. We will begin bycrating animations by hand using flick books. Moving forward, we will use the program 2Animate to create a simple animation adding the onion skin function afterwards. Finally, we will introduce ourselves to stop animation and evaluate our work from the topic.
Knowledge Acquisition	Pupils will learn how animations are created by hand, exploring a range of flip book artwork. Next, learning how to use these ideas within a digital program (2animate). Pupils will learn how to use the 'onion skin' tool to create realistic movement before learning how stop motion builds upon this further.
Vocabulary	Animation Onion skinningSound Flipbook Background Stop motion Frame Play Video clip
Key LearningObjectives	➢ To discuss what makes a good animated film or cartoon and whattheir favourites are. ➢ To learn how animations are created by hand. ➢ To find out how 2Animate can be created in a similar way usingthe computer. ➢ To learn about onion skinning in animation. ➢ To add backgrounds and sounds to animations. ➢ To be introduced to 'stop motion' animation. ➢ To share animation on the class display board and by blogging
SuggestedLearning Experiences	➢ Pupils have put together a simple animation using paper to createa flick book. ➢ Pupils understand animation frames. ➢ Pupils have made a simple animation using 2Animate. ➢ Pupils know what the Onion Skin tool does in animation. ➢ Pupils can use the Onion Skin tool to create an animated image. ➢ Pupils can use backgrounds and sounds to make more complexand imaginative animations. ➢ Pupils know what 'stop motion' animation is and how it is created. ➢ Pupils have used ideas from existing 'stop motion' films to recreate their own animation. ➢ Pupils have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.

Title	Concept maps (Y5) 5.7
Overview	This unit of work uses 2Connect and is designed to help the children learn the basics of concept mapping both individually and in collaborative workinggroups.
Knowledge Acquisition	Pupils will learn the importance of visual representation when gathering and discussing complex ideas. They will use the correct terminology when creating a concept map – explaining how all the key features can help create a better overall understanding. Pupils will create a concept map and present the information to others (applying knowledge of visual representation from the start of the topic).
Vocabulary	Audience Concept map Node Collaboratively Connection Thought Concept Idea Visual
Key LearningObjectives	➢ To understand the need for visual representation when generatingand discussing complex ideas. ➢ To understand and use the correct vocabulary when creating a concept map. ➢ To create a concept map. ➢ To understand how a concept map can be used to retell stories and information. ➢ To create a collaborative concept map and present this to an audience. ➢ I can use collaborative modes such as within 2Connect to work withothers and share it
SuggestedLearning Experiences	➢ Children can make connections between thoughts and ideas. ➢ Children can see the importance of recording concept maps visually. ➢ Children understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections'. ➢ Children can create a basic concept map. ➢ Children have used 2Connect Story Mode to create an informative text. ➢ Children have used 2Connect collaboratively to create a conceptmap. ➢ Children have used Presentation Mode to present their conceptmaps to an audience.

Title	Word Processing (Y5) 5.8
Overview	In this topic, pupils will be applying their previous word processing skills to google docs. We will begin by creating documents and adding in basic elements such as text and pictures. Moving forward, we will add extra elements where needed including Text boxes, hyperlinks, automated contents pages and more. Finally, we will learn how to share these with selected audiences.
Knowledge Acquisition	Pupils will begin by creating documents and adding in basic elements such as text and pictures. Moving forward, we will add extra elements where needed including Text boxes, hyperlinks, automated contents pages and more. Pupils will explore how to create documents using google docs – sharing these with selected audiences.
Vocabulary	Copyright Text formattingIn- built styles Curser Merge cells Text wrapping Document Paragraph formatting Textbox Font Readability Template Word processing tool
Key LearningObjectives	➢ I can make a document from a blank page ➢ I can insert images – considering copyright ➢ I can Edit images effectively ➢ I can add text carefully and appropriately ➢ I can add finishing touches including page breaks, text boxes, headers and footers ➢ I can share documents with selected users.
SuggestedLearning Experiences	➢ To know what a word processing tool is for. ➢ To add and edit images to a word document. ➢ To know how to use word wrap with images and text. ➢ To change the look of text within a document. ➢ To add features to a document to enhance its look and usability. ➢ To use tables within to present information. ➢ To consider page layout including heading and styles. ➢ To understand how to share Google Docs files.