



Robins Class- Year two and Year three

Cycle 1

Title	Online Safety (2.2)
Overview	In this unit of learning the children will learn how to use the search tool to find resources on Purple Mash. They will explore using 2Paint, Sharing work on a Display board and 2Respond (2email). They will understand about the digital footprint they leave online and to think about the information they leave online.
Knowledge Acquisition.	By the end of this unit, children will be able to refine searches and know how to share work electronically. They will use technology to communicate with others locally and have some knowledge about sharing globally online. They will be introduced to 2email and understand that information we put online leaves a digital footprint. They will understand how to keep data and hardware secure as well as thinking critically about how they use their online space.
Vocabulary	Search, Display board, internet, sharing, email, attachment, digital footprint
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To know how to refine searches using the Search tool. ➤ To know how to share work electronically using the display boards. ➤ To use digital technology to share work on Purple Mash to communicate and connect with others locally. ➤ To have some knowledge and understanding about sharing more globally on the Internet. ➤ To introduce Email as a communication tool using 2Respond simulations. ➤ To understand how we talk to others when they aren't there in front of us. ➤ To open and send simple online communications in the form of email. ➤ To understand that information put online leaves a digital footprint or trail. ➤ To begin to think critically about the information they leave online. ➤ To identify the steps that can be taken to keep personal data and hardware secure.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To use the search tool ➤ Share their work electronically ➤ To communicate using 2Respond ➤ To understand how to communicate appropriately ➤ To discuss and understand how you can leave a digital footprint and the information you should not share online. ➤ I can share work and communicate electronically – for example using 2Email or the display boards. ➤ I can see where technology is used at school such as in the office or canteen. ➤ I can explain the importance of having a secure password and not sharing it with others. ➤ I can explain the negative consequences of not keeping passwords safe and secure.

Title	Coding (2.1)
Overview	This unit will enable the children to develop their understanding of coding. They will create simple programs and will understand how the repeat and timer commands are used. They will develop an understanding that objects can behave differently and will use this knowledge to predict their behaviour. The children will use their extend knowledge to create a more complex program.
Knowledge Acquisition	By the end of this unit children will be able to explain that an algorithm is a set of instructions. They will know how to plan and create a program using collision detection. They will understand what the timer-after command does in their program. Children will know how to use different events in a program to make objects move. They will know what a button does in a program and create a program using a button. Children will understand the term 'debug' and use this in a simple program.
Vocabulary	Action, algorithm, bug, character, code block, code design, command, debug/debugging, design mode, input, object, properties, repeat, scale, timer, when clicked, when key
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand what an algorithm is. ➤ To create a computer program using simple algorithms. ➤ To compare the Turtle and Character objects. ➤ To use the button object. ➤ To understand how use the Repeat command. ➤ To understand how to use the Timer command. ➤ To know what debugging means and fix my errors ➤ To understand the need to test and debug a program repeatedly. ➤ To debug simple programs. ➤ To create programs using different kinds of objects whose behaviours are limited to specific actions. ➤ To predict what the objects will do in other programs, based on their knowledge of what the object is capable of. ➤ To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to. ➤ To explain an algorithm is a set of instructions to complete a task. ➤ To carefully plan an algorithm so it will work when turned into code.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Create a simple computer algorithm ➤ Explore how different objects can move ➤ Explore using the repeat and timer commands ➤ To practice debugging programmes ➤ To predict what objects will do in other programmes (using previous knowledge of the characters and logic) ➤ To use their coding knowledge to create a more complex program that tells a story.

Title	Spreadsheets (2.3)
Overview	The aim of this unit is to teach children how to use a simple spread sheet using 2Calculate. They will develop their skills in using copying and pasting and totaling tools to create price lists, shops and block graphs.
Knowledge Acquisition	By the end of this unit children will be able to use a spreadsheet showing their understanding of rows, columns, adding images, allocating values and use the count tool to add up. They will know how to open, save and edit a spreadsheet. They can use tools to copy, cut and paste. Children will know how to find totals of rows and columns. They will be able to apply their skills in using a spreadsheet to solve puzzles. They will know how to create a table of data within a spreadsheet. They will be able to use a set of data to create a block graph in a spreadsheet.
Vocabulary	Backspace key, copy & paste, columns, cells, count tool, delete key, equal tool, image toolbox, lock tool, move cell tool, rows, speak tool, spreadsheet
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Reviewing prior use of spreadsheets ➤ To use Copying and Pasting shortcuts ➤ To use totaling tools ➤ Using a spreadsheet to add amounts ➤ Creating a table and block graph
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Revise previous learning on spreadsheets ➤ Use the 'magic square' to practice using copy and paste and totaling tools. ➤ Create a price list using spreadsheet ➤ Create a shop ➤ Create a block graph

Title	Spreadsheets (3.3)
Overview	The following guide contains a Scheme of Work for teaching the use of spreadsheets as part of the Computing curriculum. It uses some content from the lessons within 2Calculate and some new content. Pupils will create a range of graphs as well as different tools to compare data.
Knowledge Acquisition	By the end of this unit they will be able to create a table of data on a spreadsheet. They will be able to use the 'more than', 'less than' and 'equals' tools to compare different numbers to help them work out solutions to calculations. They will know how to use the spin tool to count through the times tables. Children will be able to find and describe cell locations in a spreadsheet using the notation of a letter for the column followed by a number for the row.
Vocabulary	Column, cell, move cell tool, < > = symbols, delete key, spin tool, equal tool, copy and paste, spread sheet
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To create pie charts and bar graphs ➤ To use the more than, less than and equal tools. ➤ To use advanced mode of 2 calculate and use coordinates. ➤ To collect data and input it into software. ➤ To analyse data using features within software to help such as, formula in 2Calculate. ➤ To present data and information using different software such as 2Question (branching database) or 2Graph

Suggested Learning Experiences

- Children can create a table of data on a spreadsheet.
- Children can use a spreadsheet program to automatically create charts and graphs from data.
- Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.
- Children can use the 'spin' tool to count through times tables.
- Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.
- Children can find specified locations in a spreadsheet.

Title	Making Music (2.7)
Overview	This series of three lessons will provide the children with the knowledge and understanding to create simple and more complex animations using 2Sequence. The children can use 2Sequence to explore harmony and build up musical scores.
Knowledge Acquisition	By the end of this unit children will understand how 2Sequence works. They will know how to create a tune using different sounds. They will understand what happens to a tune when sounds are moved. Children will be able to edit a tune by adding sounds to change it. They will recognise how a tune can represent different feelings and create two contrasting tunes that represent different feelings. The children will know how to change the volume of background sounds. They will be able to upload a sound from a bank of sounds and from their own recorded sound to create their own tunes.
Vocabulary	Bpm. Composition, digitally, instrument, music, sound effects (Sfx), soundtrack, tempo, volume
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be introduced to making music digitally using 2Sequence. ➤ To explore, edit and combine sounds using 2Sequence. ➤ To add sounds to a tune they've already created to change it. ➤ To think about how music can be used to express feelings and create tunes which depict feelings. ➤ To upload a sound from a bank of sounds into the Sounds section. ➤ To record their own sound and upload it into the Sounds section. ➤ To create their own tune using the sounds which they have added to the Sounds section.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Use 2Sequence to make music digitally ➤ Children to select instruments into their 'bar' ➤ Experiment with the speed of the music (bpm) ➤ Select from a wider range of instruments to create a tune. ➤ Create music / tunes to convey feelings. ➤ Create a soundtrack for a film or cartoon they have seen.

Title	Presenting Ideas (2.8)
Overview	This unit will enable the children to explore the different ways of presenting information. The children will explore different programmes including 2Quiz and 2Connect to make quizzes and fact files to present information.
Knowledge Acquisition	By the end of this unit children will know that digital content can be represented in different forms including mind maps, a quiz, an e-book and fact files. They will know how to create a quiz about a story. Children will be able to create a publisher fact file based on a non-fiction topic, adding text, images, photos and tables. They will know how to collect, organize and present data and information in digital content such as presentation software.
Vocabulary	Concept map, node, animated, quiz, non-fiction, presentation, narrative, audience
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To explore how a story can be presented in different ways. ➤ To make a quiz about a story or class topic. ➤ To make a fact file on a non-fiction topic. ➤ To make a presentation to the class.

Suggested Learning Experiences

- Children will explore how a traditional tale can be presented as a mind map, quiz, e-book and fact file.
- Make their own quiz using 2Quiz
- Make their own fact file using 2Connect
- To present their work to the class.

Title	Simulations (3.7)
Overview	The two simulations used in these lessons are 'Locked Out' and 'The DarkSide of Elpmis'. Children will explore simulations, including how they are created and what they are used for. Pupils will then analyse and evaluate simulations.
Knowledge Acquisition	By the end of this unit children will know that a computer simulation can represent real and imaginary situations. They will have given examples of simulations and given suggestions of advantages and problems. They will have explored simulations trying out different options and testing predictions. Children will have evaluated simulations by comparing them with real situations and considered their usefulness. They will have recognised patterns in simulations and identified relationships and rules within them. They will have experienced creating their own simple simulation.
Vocabulary	Simulation, analyse, evaluate, predict, advantage, branching database
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To consider what simulations are and understand their purpose. ➤ To explore simulations, making choices and discussing their effects. ➤ To analyse and evaluate more complex simulations.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children know that a computer simulation can represent real and imaginary situations. ➤ Children can give some examples of simulations used for fun and forwork. ➤ Children can give suggestions of advantages and problems of simulations. ➤ Children can explore a simulation. ➤ Children can use a simulation to try out different options and to test predictions. ➤ Children can begin to evaluate simulations by comparing them withreal situations and considering their usefulness. ➤ Children can recognise patterns within simulations and make and test predictions. ➤ Children can identify the relationships and rules on which the simulations are based and test their predictions. ➤ Children can evaluate a simulation to determine its usefulness for purpose.

Title	Emails (3.5)
Overview	Children will discuss different methods of communication including private and public posts. They will open and respond to emails as well as analysing emails for potential threats/spam.
Knowledge Acquisition	By the end of this unit, children will be able to explain different ways we communicate and the advantages and disadvantages. They will know how to open and respond to an email and use the address book to locate people. They will recognise ways to stay safe whilst using email and created a set of email safety rules. Children will have created an email safety quiz and attached it to an email. They will understand the term 'cc' within an email and know how to use it. They will have had opportunities to read and respond to emails, send attachments and use 'cc' and 'bcc' within emails.
Vocabulary	Compose, email, attachment, address book, report, carbon copy (cc), blind carbon copy (bcc), formatting, password, send, save a draft
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To open and respond to an email ➤ To send an email using an address book ➤ To learn how to email safety ➤ To add an attachment to an email ➤ To explore a simulated email scenario ➤ To create purposeful (appropriate) content and attach this to emails
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children can open an email and respond to it. ➤ Children have sent emails to other children in the class. ➤ Children have written rules about how to stay safe using email. ➤ Children have contributed to classmates' rules. ➤ Children have created a quiz about email safety which explores scenarios that they could come across in the future. ➤ Children can attach work to an email. ➤ Children know what CC means and how to use it ➤ Children can read and respond to a series of email communications. ➤ Children can attach files appropriately and use email communication to explore ideas.

Title	Questioning (2.4)
Overview	This unit is designed to help children learn about the importance of phrasing questions and that certain data handling resources are limited in the answer they can provide.
Knowledge Acquisition	By the end of this unit children will understand that pictograms can be used to answer simple questions. They will recognise how yes/no questions are used to separate different items. Children will understand and be able to create a binary tree to sort pictures. They will understand the term database. They will have experienced using a database to answer simple and more complex search questions.
Vocabulary	Pictogram, question, data, collate, Binary tree, Avatar, database

Key Learning Objectives	<ul style="list-style-type: none"> ➤ To show that the information provided on pictograms is of limited use beyond answering simple questions. ➤ To use yes/no questions to separate information. ➤ To construct a binary tree to separate different items. ➤ To use 2Question (a binary tree) to answer questions. ➤ To use a database to answer more complex search questions. ➤ To use the Search tool to find information. ➤ To organise data – for example, using a database
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Use 2Count to create a simple pictogram ➤ Use the 'Guess Who' board game – using yes/no ➤ Use 2Question to create a binary tree ➤ Use "Investigate to create a database

Robins Class

Cycle 2

Title	Online Safety (3.2)
Overview	The children will discuss the importance of passwords and keeping passwords safe. What makes a safe password? Children will discuss how communities connect, together, using the Internet and look at blogging as a way of connecting and communicating both in class and in school using Purple Mash. The children will start to understand that not everything on the Internet is true and whilst it is a fantastic resource the children need to ask themselves, is it fact or fiction? The children will have the opportunity to see a 'spooof' website and create their own 'spooof' webpage.
Knowledge Acquisition	By the end of this unit, children will understand the importance of online safety. They will understand what makes a good password for use on the internet and the importance of this. Children will have contributed to a class concept map and a blog to identify the different ways we can communicate on the internet. They understand that some information on websites may not be accurate or true and know how to search the internet in order to think critically when considering results returned. They will have explored a 'spooof' website and created and shared their own 'spooof' website page. Children will be able to identify some physical and emotional effects of playing/watching inappropriate content/games. They will be able to identify links between cyberbullying and bullying and have strategies for dealing with online bullying including screenshot and reporting.
Vocabulary	Password, blog, concept map, search, website, webpage, PEGI rating, spooof webpage, username, cyberbullying, bullying, screenshot, reporting.
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. ➤ To understand how the Internet can be used to help us to communicate effectively. ➤ To understand how a blog can be used to help us communicate with a wider audience ➤ For children to consider if what they read on websites is true? ➤ To look at a 'spooof' website. ➤ To create a 'spooof' webpage. ➤ To think about why these sites might exist and how to check that the information is accurate. ➤ To learn about the meaning of age restrictions symbols on digital media and devices. ➤ To discuss why PEGI restrictions exist. ➤ To know where to turn for help if they see inappropriate content or have inappropriate contact from others.

<p>Suggested Learning Experiences</p>	<ul style="list-style-type: none"> ➤ Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. ➤ Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate. ➤ Children have contributed to a class blog with clear and appropriate messages. ➤ Children understand that some information held on websites may not be accurate or true. ➤ Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. ➤ Children have accessed and assessed a 'spoof' website. ➤ Children have created their own 'spoof' webpage mock-up. ➤ Children have shared their 'spoof' web page on a class display board. ➤ Children can identify some physical and emotional effects of playing/watching inappropriate content/games. ➤ Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.
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Title	Coding (3.1)
Overview	To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. Children will be designing before coding in some lessons. Storyboarding their ideas for programs. For example, creating a storyboard when planning a program that will retell part of a story. Creating annotated diagrams. Children will be creating a timeline of events in the program. For example, creating a game program against the computer, what are all the actions needed from the objects?
Knowledge Acquisition	By the end of this unit, children will be able to create a computer program using flow charts, click events and timers. They will know how to create a program using a timer for after commands and for every command. Children will know how the turtle object moves within a program and be able to create a program that uses the repeat command. They will know how to run, test and debug their programs. They will recognise how to plan their scene and code before creating a program. Throughout the unit they will gain in confidence in ensuring several different things happen when creating a variety of programs.
Vocabulary	Action, code block, control, algorithm, debug, command, bug, code design, design mode, turtle, repeating commands.
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To review coding vocabulary that relates to Object, Action, Output, Control and event. ➤ To use 2Chart to represent a sequential program design. ➤ To use the design to write the code for the program ➤ To design and write a program that simulates a physical system. ➤ To look at the grid that underlies the design and relate this to X and Y properties. ➤ To introduce selection in their programming by using the if command. ➤ To combine a timer in a program with selection ➤ To understand what a variable is in programming. ➤ To create a program with an object that repeats actions indefinitely. • To use a timer to make characters repeat actions. • To explore the use of the repeat command and how this differs from the timer. ➤ To know what debugging means. ➤ To understand the need to test and debug a program repeatedly. ➤ To debug simple programs. ➤ I can identify the difference in using between the effect of a timer or repeat command in my code. ➤ I know that a variable stores information while a program is running (executing)

<p>Suggested Learning Experiences</p>	<ul style="list-style-type: none"> ➤ Children can create a design that represents a sequential algorithm. ➤ Children can use a flowchart design to create the code. ➤ Children can explain what Object, Action, Output, Control and Event are in computer programming ➤ Children can explain how their program simulates a physical system, i.e.my vehicles move at different speeds and angles. ➤ Children can describe what they did to make their vehicle change angle. ➤ Children can make use of the X and Y properties of objects in their coding. ➤ Children can create an if statement in their program. ➤ Children can use a timer and if statement to introduce selection in their program. ➤ Children can explain what a variable is in programming. ➤ Children can explain why variables need to be named. ➤ Children can show how their character repeats an action and explain howthey caused it to do so. ➤ Children are beginning to understand how the use of the timer differs fromthe repeat command ➤ Children can explain what debug (debugging) means. ➤ Children have a clear idea of how to use a design document to start debugging a program.
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Title	Touch typing (3.4)
Overview	This unit of work uses 2Type and is designed to help the children learn the basics of quick and efficient typing. Typing, as with handwriting, needs regular practice and although the unit will give the children a basic understanding regular and consistent practice is needed over the next 4 years to ensure typing skills develop. As well as the activities suggested in these plans there are numerous other activities for the children to access.
Knowledge Acquisition	By the end of this unit children will have developed the ability to touch type the home, bottom and top row keys. They will have improved skills in using two hands to type the letters on the keyboard. They be aware of how to touch type using the left and right hand.
Vocabulary	Posture, top row keys, bottom row keys, home row keys, space bar
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To introduce typing terminology. ➤ Understand the correct way to sit at the keyboard. ➤ To learn how to use the home, top and bottom row keys. ➤ To practice and improve typing for home, bottom and top rows. ➤ To practice keys typed with the left hand. ➤ To practice keys typed with the right hand.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ To understand the names of the fingers. ➤ To understand what is meant by – home, bottom, and top rows. ➤ Developed ability to touch type the home, bottom, and top rows. ➤ I can use two hands to type the letters on the keyboard ➤ I can touch type using my left hand ➤ I can touch type using my tight hand

Title	Creating Pictures (2.6)
Overview	This unit encourages children to think logically about scenarios. Children will be introduced to the term algorithm. This concept is at the core of coding. The next unit (maze explorers), builds upon this, linking logical thought processes to the way that computers are programmed.
Knowledge Acquisition	By the end of this unit children will be able to use a paint software program to create impressionist art. They will recognise the style of art known as pointillism. They will be able to describe the main features of Piet Mondrian's work. Children will know how to create art work using repeating patterns in a variety of ways. They will build up confidence throughout the unit to use paint software to create art work in a range of styles.
Vocabulary	Impressionism, palette, pointillism, share, surrealism, template, repeating patterns.
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be introduced to 2Paint a Picture ➤ To look at the impressionist style of art (Monet, Degas, Renoir) ➤ To recreate pointillist art and look at the work of pointillist artists such as Seurat ➤ To look at the work of Piet Mondrian and recreate it using the lines template ➤ To look at the work of William Morris and recreate it using the patterns template ➤ To explain surrealism and eCollage ➤ To be able to include photos, text and sound in their creations. ➤ To carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine

Suggested Learning Experiences	<ul style="list-style-type: none">➤ To study artwork by different artists➤ To study different styles of artwork➤ To recreate artwork in the style of an artist➤ To create artwork in a certain artist style➤ Have a class display board to display different styles of art work to be shared across the school.
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Title	Effective Searching (2.5)
Overview	Within this unit, children will be taught how to search using the internet effectively. Children will become familiar with the internet, the web, browsers and search engines. Using this knowledge, they will then learn the basics of searching online.
Knowledge Acquisition	By the end of this unit children will be able to recall the meaning of key internet and searching terms. They will be able to identify the basic parts of a web search engine page. They will have experienced reading the results of a web search to answer quiz questions. Children will be able to create a leaflet to consolidate their knowledge of effective internet searching.
Vocabulary	Internet, search, search engine, key words, results page
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand the terminology associated with searching ➤ To gain a better understanding of searching on the internet. ➤ To find information I need using a search engine. ➤ To know the consequences of not searching online safely. ➤ To create a leaflet to help someone search for information on the internet. ➤ To find data using specific searches – for example, using 2Investigate ➤ To use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Complete a quiz about the internet ➤ Identify the basic parts of a web search engine ➤ Search the internet ➤ Create a leaflet to share knowledge of effective internet searching ➤ To be able to name, save and find their work with independence.

Title	Branching (3.6)
Overview	A branching database is sometimes referred to as a 'binary tree' or a 'key'. Pupils will use branching databases to classify groups of objects. If you have created your branching database correctly, someone else should be able to use it to identify an object that they have in front of them, e.g. to find out the name of an insect, a fruit or vegetable by using a series of simple questions and yes/no answers.
Knowledge Acquisition	By the end of this unit, children will understand how yes/no questions are structured and answered within a database. They will know how to use yes/no questions to play a simple game with a friend. They will have contributed to a class branching database. Children will have created a database; choosing a suitable topic, selected and saved images and know how to use it successfully being aware of how to debug the program for themselves.
Vocabulary	Data, database, branching database, debugging, analyse, import
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To sort objects using just 'yes' or 'no' questions. ➤ To complete a branching database using 2Question. ➤ Children can choose a suitable topic for a branching database. ➤ Children can select and save appropriate images. ➤ Children can create a branching database. ➤ Children know how to use and debug their own branching database ➤ To create a branching database of the children's choice.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Play a yes/no branching database game with a friend. ➤ Create their own branching database ➤ Import and save images from the internet ➤ Complete question to add to the branching database. ➤ Classify images using Yes/No answers (like guess who)

Title	Graphing (3.8)
Overview	This short topic will allow children to use their maths skills to present data in graphs. There is an option to link Lesson 2 to a topic being studied in maths, science or another curriculum area. Pupils will solve an investigation and present data in a graphic form.
Knowledge Acquisition	By the end of this unit, children will be able to produce and share graphs made on the computer. They will know how to set up a graph with a given number of fields. They will know how to enter data for a graph. They will have solved math's investigations and presented the results in a range of graphical formats. They will have used the sorting tool to analyse their data. Children will have had the opportunity to try out different graph styles and give reasons for their choices.
Vocabulary	Graph, field, data, bar chart, block chart, line graph, pie chart, row, column
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To enter data into a graph ➤ To answer questions based on data ➤ To solve an investigation and present the results in graphic form.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children can set up a graph with a given number of fields. ➤ Children can enter data for a graph. ➤ Children can produce and share graphs made on the computer. ➤ Children have solved a maths investigation. ➤ Children can present the results in a range of graphical formats

Title	Power Point (3.9)
Overview	Within this topic they will learn how to use the Microsoft Program, 'Power Point'. Children will use the program to present information to an audience in an engaging way, such as including text, pictures and videos.
Knowledge Acquisition	By the end of this unit, children will know what PowerPoint is and will be able to open, add text and add shapes to a page. They will be able to edit the design of slides, insert new slides, pictures, video and audio. Children will know how to use animations and transitions in a presentation. They will know how to add timings and will have experienced formatting text, including different media in order to present their PowerPoint effectively.
Vocabulary	Animation, audio, design templates, entrance animation, font, media, presentation, presentation program, slide, slideshow, stock image, text box, text formatting, transition, word art,
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand the uses of Power Point ➤ To create a page in a presentation ➤ To add media to a presentation ➤ To add animations to a presentation ➤ To add timings to a presentation ➤ To use the skills learnt to design and create an engaging presentation
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children explore the program 'Power Point' ➤ Children use the features of the program to create an engaging power point slideshow linked to a topic ➤ Children present their presentation to a group/class.