Create and Communicate Implementation

All Lessons Should Include These Skills In Order To Create and Communicate Digitally

Saving and Retrieving

Children will be taught how to start a new project, save it and retrieve it. Over the key stages, children will learn how to save versions of the work and organise their digital life.

SeeSaw and 2Simple

Typing and Mouse Skills

Typing and mouse skills will be introduced in Foundation. By the end of Year 6, a desirable outcome would be for children to touch type. This will increase the speed at which they work on presentations.
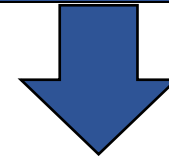
Create and Communicate Skills To Teach

Drawing

This strand teaches digital image skills. How to use drawing software to make pictures, titles and logos for publications.

Sound

This stand teaches sound and audio skills. Part of this strand progresses music and instrument skills, sound layering and sound effects. Part of this strand progresses voice recording skills for narration in animation and digital books.

Animation

Children consume video now more than ever before. This strand teaches them how to animate stories rather than consume animated shows.

Data

This strand teaches children how to use spreadsheets and tables to aid their calculations, models and investigations in science and maths. Children learn how to input data and present it as graphs or charts. They will use their graphs and charts to answer questions and support their argument/opinion.
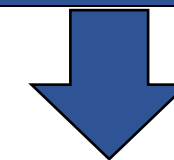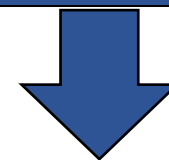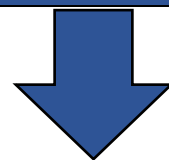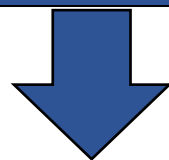
Knowledge and Understanding Outcomes
Each half term project to finish with a presentation and evaluation

Presenting
Create and Communicate ideas in posters, digital books, word processed reports/documents/articles, slideshow presentations, animations and spreadsheets.

Technology is an effective way of organising and presenting findings or messages to an audience. Over the years, children need to refine their presentation skills to ensure their message is communicated appropriately.

When presenting work, children are bringing together their skills of images, film, sound and data. They will apply their typing and mouse skills, save/retrieve their projects.

Evaluating

After presenting work, children need to evaluate their use of technology in communicating their findings or messages to an audience.

In this strand children will decide if their skills have been used appropriately and effectively.

	Foundation	Year1	Year 2	Year3	Year4	Year5	Year 6
Typing & Mouse Skills	• Type own name • Enter single letters on a keyboard • Use a mouse/track pad on a computer	• Use space bar to make spaces between words • Use backspace to delete letters/words • Make a new line with enter key	• Use space bar only once between words • Use cursor/touch to find the letter/word to delete with backspace • Copy/Paste text and images by using the icons in the software • Use caps lock for a capital	• Use index fingers on keyboard: they sit on the home keys (f/j) from there use Thumbs for pressing the space bar. • Use Left fingers for a s d f g • Use right fingers for h j k l • Use enter key for new line. • Use shift key for a capital.	• Touch type with increasing speed by using fingers to reach from top line keys, resting index fingers on home keys (f/j) • Work with 2 windows snapped to the sides of the screen when finding information • Use keyboard shortcuts for cut, paste and delete	• Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys. • Use keyboard shortcuts for cut, paste and delete	• Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys.
Saving and retrieving	• Recognise save icon • Use new page icon • Make choices from a range of software/apps • Know that X means exit.	• Save work on 2simple • Open specific software on device • Upload work to class SeeSaw (everyone can code) •	• Upload photographs and videos to server or 2simple account • Open a file from 2simple saved work • Upload work to class SeeSaw (everyone can code) •	• Save work on the 2simple, renaming different versions (File_Name V1, File_Name V2, File_Name V3) • Upload work to class server or 2simple • Upload work to class SeeSaw (everyone can code) •	• Independently navigate the network and folders confidently and save consistently. • Search files and folders, sort by date • Search windows explorer for a file name or date • Upload work to class SeeSaw (everyone can code)		

	Foundation	Year1	Year 2	Year3	Year4	Year5	Year 6
Drawing	F1 • Take a photograph using a tablet/camera F2 • Use a painting program to explore paint tools and brushes	• Use a painting program to create a digital image (change colour/size of pen)	• Select and use appropriate tools to create digital image (control the pen and then flood fill the shape).	• Create a digital image using a variety of brush types, pen tools and effects.	• Create a logo using a variety of brush types, pen tools and effects.	• Use own images and logos in digital work for posters and reports. • (Discuss photoshopping in the media/ celeb photos and body image)	• Use own images and logos in digital work. • (Discuss photoshopping in the media- fake news/ celeb photos and body image)
Possible resources	2Paint 2Publish	2Paint 2Publish	2Paint 2Publish	2Paint 2Publish	2Paint 2Publish	2Paint 2Publish	2Paint 2Publish
Animation	F2 • Record and play a film • Watch films back on tablet/digital camera	• Animate using drawings	• Animate short scenes using drawings and voice recordings	• Make title slides for animated stories.	• Record own sound effects • Add titles	Animate full stories with titled sections.	• Animate full cartoon with titled sections, speech bubbles in scenes, and credits at the end.
Possible resources	iPad camera to video.	2createastory	2createastory	2animate	2animate	2animate	2animate
Sound	F2 • Record sounds/voices in story telling/ explanations	• Create a sequence of sounds (instruments, music software) • Experiment with long and short sounds • Record speech for different purposes • Know how to use stop, pause, record, play	Record speech as narration Know how to use stop, pause, record, play	• Create and edit purposeful compositions using music software (eg create a mood or in a certain style)	• Record sound effects/narration	• Add a voice over to a film/story	
Possible resources	2Explore	2sequence	2createastory 2beat	2createastory	2animate 2CreateaStory	2animate 2createastory	
Data	• Use pictograms/ charts as part of lessons with the children	• Use pictograms/ charts as part of lessons with the children	• Enter data in to a pictogram and use it find answers to simple questions (linked to maths curriculum) • Type data in to a table	• Enter data in to a spreadsheet and use it find answers to simple questions • Type data in to tables	• Enter data in to a spreadsheet and use it find answers to simple questions Type data in to tables	• Enter data in to a spreadsheet and use it find answers to simple questions • Type data in to tables Generate a barchart	• Create graphs from spreadsheets. • Create and use a spreadsheet to produce costings that are within budget. • Use 'SUM' formula to find totals.
Possible resources	2Count	2graph 2count	2graph 2publish 2count	2Publish 2graph	2publish 2graph	Excel	Excel

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Presenting (Bringing sound, image, film together for an audience)	F2 • Display children's photographs. • Children talk about film/photo work • Make a class/group multimodal text with photos and sound • Explore a talking book	• Make a digital book or poster using sound, photo, video and typing labels/captions • Use a word bank • Change text, font, size and colour tools • Present data as a pictogram/	• Make a digital book using typed sentences containing multimedia like photos, sound and video. • Edit text including changing the appearance, positioning of text to suit a purpose (eg poster). • Move/Resize images in to correct places on app/software Present data as a chart or table	-Use word processing software to type posters/fliers -Make a slideshow presentations -Use a spreadsheet to collect and present data. • Add borders to images. • Use cut, paste and delete to organise and reorganise text on screen • Experiment with font sizes and effects (bold, underline, wordart) for different audiences & purposes • Use a spell check.	-Use word processing software to type posters/fliers/infographics. -Make a slideshow presentation with buttons to navigate slides. -Use a spreadsheet to collect and present data, add titles and labels to graphs and charts. • Use cut, paste and delete to organise and reorganise text on screen to suit a purpose (eg Presentation, poster, newspaper article) • Use font sizes and effects appropriately for audience & purpose • Use a spell check and thesaurus.	• Type an article using word processing software with own photographs/images/logos • Edit and import sounds and voice (eg slideshow presentation, ebook) • Organise and reorganise text on screen to suit a purpose (eg slideshow, poster, newspaper article). • Create a non-linear, multimedia text with hyperlinking to different pages • Use a spreadsheet to present data, using formulas to find the total and average in the columns.	• Choose how present your message from a range of communication software. • Evaluate own work.
Evaluating	• Say what software to use for a task • Talk about own digital work (share photographs from a school trip or holiday to recall a past event)	• Know when to print your work – is it all finished? • "Does it look right on paper?" • Have you used the right colours when you've printed? • Are the fonts/images in the correct places when printed?	• Save work as version 1 and adapt for version 2 before printing • "Does it look right on screen?" • Adapt colours/fonts/sizes of images before printing version 2	• Check work is finished and has name on before printing • Check colours and fonts and images are appropriate to task	• Plan and keep to a specific style or look for their work- are the fonts, colours, layout appropriate and effective for the content and audience (eg. Don't use rainbow colours in a PPT about the Holocaust, don't use yellow text on white in a poster as it's hard to read) • Do you own the digital images that you have used in your work?	• As year 4 but over a wider range of tasks, topics and audiences. • Do you have permission to use the images you have included in your work?	• Evaluate another's presentation on the basis of content and appropriate style. • Refine the quality of presentations as a result of peer review. • Did you credit the owners of digital work you have gained permission to share?