CURRICULUM DESIGN for COMPUTING

Computing INTENT

At Eden Park, we strive to develop a curriculum relevant to the continuous technological developments of the 21st Century and which reflects the experiences of our children. We recognise that our children need to be given the computational and digital knowledge and skills that prepare them for being able to understand technological change and to be enabled to adapt to future technological developments. This is achieved by a high-quality computing education that equips pupils to use computational thinking and ensures that all pupils are responsible, competent, confident and creative users of their technological world. The children's computational thinking is advanced through cultural capital, opportunities to use computing outside of this curriculum framework, and through our structure of voices and themes. We aim for the children to leave Eden Park with the experience of a broad, rich and ambitious computing curriculum. Our curriculum development has been supported by The Exeter Computing Hub, part of National Centre for Computing Education (NCCE), to help ensure children receive a world leading computer education.

Computing IMPLEMENTATION

Computing follows the National Curriculum; objectives are delivered through long and short enquiries, across three themes: Computer Science, Information Technology and Digital Literacy. The computing 'voices' ensure skills specific to Computing are taught each and every year; they are repeated and progressive. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with others, including parents and/or the school community.

Classrooms are well resourced for Computing delivery, including the use of teacher laptops and iPads that can connect to televisions and the ready availably of numerous iPads in every room accompanied by fast internet connection. Some classes also have interactive whiteboards and keyboards.

Children also progress their computing knowledge through specific learning in relation to the framework of 'Education for a Connected World', supporting the children's engagement with online safety so that they can be safe, healthy and thrive online. Computing is also embedded through the everyday use in the classroom that given them a rich experience as well as creating media through other curriculum areas.

For those children that show a particular enthusiasm for the subject, they have the opportunity to become a 'Graduate.' Our Graduation scheme gives children the chance to explore learning beyond the National curriculum. This scheme focuses on Inspirational and Influential people within Computing.

Computing IMPACT

Impact of teaching and learning will be determined through SLT reviews, subject lead observations and Kahoot quizzes. The Head of School meets with children and questions them on their learning and determines the depth of their knowledge as well as their reflections on the core values that they were working on. At the end of each enquiry children are assessed using Kahoot quizzes. By reaching our defined 'end-points', we can be confident that children have been offered a rich and purposeful curriculum, and these are available in this document. This information will be collated in our 'Quality of Education' document.

Progression of Knowledge

Our Computing curriculum for KS1-KS2 follows four main themes of computer science, information technology and digital skills which can intertwine with each other as they progress through the year groups. There is an expectation that children will use their prior learning and build upon this as they journey through Eden Park. Children will reach an **end point** where their understanding of computing has been strengthened and deepened through this purposefully mapped out curriculum.

In EYFS, our curriculum is sequenced through experiences, children learn through play opportunities and engage in challenges linked to the EYFS curriculum. The classrooms contain a role play area with a range of technology (iPads and Desktops) both functioning and model / broken devices, or a variety of electronic toys such as remote-controlled cars, walkie-talkies and interactive pets. Children tinker and play with these devices during continuous provision. Children will use technology to solve problems and produce creative outcomes, especially in developing their initial understanding and having opportunities to use computational thinking effectively. From our Nurseries to Reception, there is a difference between the technology that children will encounter; we work help build knowledge and familiarity ready for KS1. In Reception, children are introduced to desktop computers to give children prior knowledge for Year 1 with their 'Technology around us' enquiry where children develop their knowledge of basic computer uses. Children are introduced to the theme being safe online with role play and specific teaching opportunities such as internet safety day. The EYFS curriculum is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

	Computer Science		Information Technology		Digital Literacy	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Long Enquiry	**Technology Around Us**	**Programming Quizzes**	**Stop Frame Animation**	**Repetition In Shapes and Games**	**Webpage Creation**	**Selection in physical computing (Crumble Face)**
Short Enquiry	**Moving Robots**	**Pictograms**	**Connecting Computers**	**Data Logging**	**Vector Drawing**	**Introduction to spreadsheets**
End points:	**By the end of Key Stage 1,** children will: ✓ Have experienced a range of hardware such as desktops, bee bots and iPads. ✓ Learnt how to create a simple program and develop the knowledge of how to debug an algorithm. ✓ Learnt how to use basic components of a computer that can be transferred to other hardware. ✓ Have created and sorted data into a visual representation using a specific software. ✓ Have experience of creating blocks of code for a practical purpose.		**By the end of Key Stage 2,** children will build on their **prior knowledge** of the past and extend. Children will: ✓ Create a stop animation frame using a new software. ✓ Develop their knowledge of how computer systems work and are connected together through networks. ✓ Develop their understanding of patterns in algorithms and be able to loop sequences of code for a specific purpose. ✓ Extend their experience and knowledge of collecting data through uses of hardware and analysing the data on the computer system. ✓ Apply their knowledge of computer science and programming to a physical computing system. ✓ Design vectors through creating objects and layering them to then create a shape. ✓ Create a webpage to extend their knowledge of computer systems and start to develop their knowledge of HTML code. ✓ Create a spreadsheet from collecting information, input data to a formula and representing the data in form of a graph and table.		

The Voices of Computing (Disciplinary Knowledge)

Woven through our Computing curriculum are our 'Voices'. It is our intention that the voices are used, where appropriate, during Computing teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Eden Park. They will use their prior knowledge of a specific 'voice', such as 'create and collaborate' **and** build upon this in their Learning Enquiries. The 'Voices' are progressive.

Digital Citizens		Create and Collaborate		Computational thinking		Analyse and evaluate	
EFYS	✓ Discuss with a peer how to use a device. ✓ Explore a range of technology both functioning and broken. ✓ Can use the internet with adult supervision to find and retrieve information of interest to them. ✓ Being able to talk about internet safety.	EYFS	✓ Use ICT hardware to interact with age-appropriate computer software ✓ Begin to independently take photographs and videos. ✓ Use a piece of software with a peer. ✓ Can create content such as a video recording, stories, and/or draw a picture on screen	EYFS	✓ Understand how a command gives an outcome. ✓ Completes a simple program on electronic devices	EYFS	✓ With support, analyse how to fix a technological problem. ✓ Explain how they were successful with a piece of technology.
KS1	✓ Recognise different uses of technology. ✓ Explain the rules of technology when at school and at home to keep safe. ✓ Seek support from an adult when navigating online or encountering something that worries you. ✓ Explore unfamiliar software by making connections with familiar software and technology.	KS1	✓ Design a simple programme for a specific purpose. ✓ Create images using specific software. ✓ Work with others in designated role to contribute towards a specific outcome. ✓ Pick a specific design element to impact an outcome. ✓ Begin to recognise that specific tools will impact/contribute towards my design.	KS1	✓ Explain what an algorithm is. ✓ Modify an algorithm for a specific outcome. ✓ Begin to recognise patterns in an algorithm. ✓ With support, decompose an algorithm into its simple functions.	KS1	✓ Begin to analyse potential problems and software and explain solutions to fixing them. ✓ Make predictions about a simple sequence of commands. ✓ Begin to debug algorithms. ✓ Evaluate the effectiveness of my work and suggest improvements.
Y3/4	✓ Recognise and explain the risks while communicating online and know where to report problems to. ✓ Explain different strategies of keeping personal data safe. ✓ Independently navigate online to work towards a specific outcome. ✓ Recognise a digital device and how they contribute towards a network. ✓ Explain different types of hardware they have used and the purpose of it.	Y3/4	✓ Begin to collaborate with different software towards a design purpose. ✓ Create media using specific tools a software. ✓ Know the tools that enable one to edit media creations. ✓ Be able to switch between roles when working towards an outcome.	Y3/4	✓ Explain the difference between an algorithm and code. ✓ Recognise patterns and loop them within coding. ✓ Explain the difference between controlled loops and infinite loops and when to apply them. ✓ Understand how to generalise a code into its key functions. ✓ Amend a code to change its designed outcome or function.	Y3/4	✓ Select relevant software and tools from analysing the purpose they are required for. ✓ Read code and be able to debug it without seeing at work. ✓ Evaluate the effectiveness of others' outcomes and suggest improvements linked to a tool. ✓ Analyse a new piece of technology with confidence and demonstrate how to use it.
Y5/6	✓ Recognise and explain how the online world is designed to alter your opinion. ✓ Positively operate online developing a strong reputation while communicating with others. ✓ Explain how data and information is shared and stored through a series of networks.	Y5/6	✓ Confidently combine different software and designs to an overall outcome. ✓ Use specific drawing tools through grouping and duplicating to create an image. ✓ Confidently collaborate different software and tools to produce a design. ✓ Mentor others within a process that ensure that equal knowledge is gained.	Y5/6	✓ Code a physical computing component through selecting specific conditions. ✓ Understand how selection in coding works which they can demonstrate within writing an algorithm or code. ✓ Begin to recognise and use HTML code. ✓ Decompose a code to change a specific function.	Y 5/6	✓ Recognise and explain that there could be more than one solution to a problem. ✓ Explain and modify a problem to its most effective solution. ✓ Evaluate their work to ensure it reflects the purpose of the design. ✓ Specially modify parts of a sequence within an outcome to improve its quality.

	YEAR 1		YEAR 2	
Theme	Computer Science	Information Technology	Information Technology	Computer Science
Duration	Short Enquiry Moving Robots	Long Enquiry Technology Around Us	Short Enquiry Pictograms	Long Enquiry Programming Quizzes
National Curriculum	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Specific content	This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.	Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.	Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions. The work will make use of maths teaching.	Learners will be introduced to on-screen programming through Scratch Jr. They will use programming blocks to use, modify, and create programs. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in Scratch Jr and realise these designs in Scratch Jr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
Sequencing knowledge	Prior knowledge: Children are experienced with being able to complete a simple program on different electronic devices, such as an iPad. Future knowledge: Children will apply their knowledge of program design to on screen programming technology and be able to use, modify and create programs (Year 2)	Prior knowledge: Children have had experience of desktop computers through playing games and using others hardware through supervised experiences. Future knowledge: Learners will use their knowledge of digital devices and compare them with non-digital devices. Leaners will be introduced to networks and connecting devices.	Prior knowledge: Pictograms and tallies are introduced in year 1 maths and geography. Future knowledge: Children will use their knowledge of collecting and presenting data to the use of data loggers, by being able to set data points and logging intervals to analyse and review data on a computer system.	Prior knowledge: In Year 1, children were introduced to the early stages of program design through the introduction of algorithms. Future knowledge: Children will use their knowledge of Scratch Jr, creating an algorithm and modifying and debugging codes to use infinite loops to creates shapes and games.

Tier 2 and Tier 3 vocabulary	Task – what is needed Design – what it should do Code – how it is done Algorithms Digital Device Hardware Device Command Direction Program Debug Sequence	Technology Desktop Laptop Logging in Computer Switch Mouse Click Drag Images Function Keyboard Save icon File Edit text Deleting Arrow keys Cursor	Data Tally charts Tally count Total 'More than' and 'less than'. Record Represent Pictogram Collection methods Common attribute Organise Conclusion	Programming tools Algorithms Simple programs Programming area Programming blocks Project Sequence Outcome Design Complex program Debug
Resources	Bee Bots or Moving Robots Arrow Commands	Chrome Books or desktop computers Wireless keyboards for the iPads.	During this unit of work learners will use j2e pictogram tool which can be accessed online using a desktop, laptop or tablet computer. Your school may have access to an equivalent alternative which could be used instead.	All the lessons in this unit require access to ScratchJr. Download ScratchJr App for tablets (iPad or Android), or install ScratchJr (https://jfo8000.github.io/ScratchJr-Desktop/)

	YEAR 3		YEAR 4	
Theme	**Information Technology**	**Digital Literacy**	**Information Technology**	**Computer Science**
Duration	**Short study** **Connecting Computers**	Long study Stop Frame Animation	Short study Data Logging	Long study Repetition In Shapes and Games
National Curriculum	Use sequence, selection, and repetition in programs, work with variables and various forms of input and output. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Specific content	Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.	Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. The children program games, where the children explore a Scratch activity. Learners discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. They design and create a game which uses repetition, applying stages of programming design throughout.
Sequencing knowledge	**Prior knowledge:** Children have knowledge of what is a computer system and how to use simple components on that computer system.	**Prior knowledge:** Children already have experience and knowledge of digital devices and have experience of creating media through other curriculum opportunities.	**Prior knowledge:** Children have knowledge of collecting data in a tally form and representing it through pictograms.	**Prior knowledge:** Children have knowledge and experience of creating a sequence of commands into an algorithm.

	Future knowledge: Children will understand that a computer network is a source of data (information) that will use in various ways through digital devices they encounter across the computing curriculum.	**Future knowledge**: Children will develop their video editing skills which will be used in curriculum opportunities and will able to apply when creating other forms of media.	**Future knowledge**: Children will use their knowledge of collecting, representing and analysing data by applying it to the software of a spreadsheet.	**Future knowledge**: Children will apply their knowledge of block-based language (e.g., Scratch) and understand the concepts of sequence and repetition to program the components of a physical computer.
Tier 2 and Tier 3 vocabulary	Input, Process Output Digital devices Function Simple process Non-digital tools Network / Network switch Systems Multiple/ connections Components Wireless Access points Network infrastructure Physical components	Simple animation Sequence Photographs Animation Stop-frame animation Storyboard Onion skinning Frames Media	Sensors Data Collected Automatically Physical world Data loggers Digital device Input devices Regular intervals Intervals Data file Software Duration Data logging process Conclusion	Text-based programming Language Outcome Symbols Repeated Repeated pattern Sequence Count-controlled loop Infinite/ Loop Procedure Repetition Block-based programming Programming environment Modify Programming languages
Resources	You will need digital devices for learners to interact with during this unit. Lesson 3 requires digital devices with a painting application. Lesson 6 includes a 'network tour', which involves learners identifying key parts of your school network. You will therefore need access to your school's server, switch, and wireless access points.	It is recommended that you use a tablet for this unit as this makes it simpler for learners to take the photos and do the editing. However, you could use stop-frame animation software on a desktop or laptop if this is what you have available. This unit uses screenshots from iMotion which is an iPad app, but you could also try Stop Motion Studio if you have Android tablets.	If you don't have access to data loggers, a lot of the activities can be completed using tablet computers and apps such as Google Science Journal. Arduino Science Journal	You can use either a tablet, desktop or laptop computer for this unit. Logo software should be installed or accessible online, for example: • You can use Turtle Academy online at turtleacademy.com/playground • You can download FMS Logo from fmslogo.sourceforge.net It is recommended that learners use desktop or laptop computers to access Scratch (scratch.mit.edu). We recommend the use of teacher accounts in Scratch to make it easier to manage student accounts. For guidance on setting up teacher accounts, please visit the Scratch website. (https://scratch.mit.edu/educators/faq) For iPads- Connecting to Apple Music.
Other Curriculum Areas			Music: Sway Geography: Green Screen and iMovie Writing: Adobe spark Classroom: Teams	

	YEAR 5		YEAR 6	
Theme	Digital Literacy	Digital Literacy	Information Technology	Computer Science
Duration	Short study Vector Drawing	Long study Web Creation	Short study Introduction into Spreadsheets	Long Study Physical Computing
National Curriculum	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Specific content	Learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.	Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	This enquiry is about introducing learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.	Learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if…then…' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to

				control the operation of the model. Throughout this unit, learners will apply the stages of programming design.
Sequencing knowledge	**Prior knowledge:** Children have prior knowledge of using computer systems with moving objects, using menus to find tools, copying and pasting. They will also be able to apply their knowledge of coding and animation to group and duplicate. **Future knowledge**: The knowledge of repetition of grouping and layering objects will support children in being able to use sequence, selection, and repetition in programs; work with variables and various forms of input and output in KS3.	**Prior knowledge:** Children have knowledge and experience digital devices with understanding of how to create and evaluate code for a function on a device. Children will have knowledge of computer networks and how devices are connected in a network, with how data and information is shared between devices. **Future knowledge**: In KS3 children will be creating digital artefacts for a specific purpose, which include webpages. They will continue of develop their knowledge of HTML and be introduced to CSS.	**Prior knowledge:** Children (in year 4) have prior knowledge in collecting data through data loggers and then analysing and interpretating data on a computer system. They also have previous knowledge of creating pictograms on a computer system. **Future knowledge:** In KS3, children will develop their knowledge of spreadsheets by using spreadsheets to sort and filter data and using formulas and functions in spreadsheet software.	**Prior knowledge:** Children have prior knowledge in being able to create repeating sequences in algorithms and debug code, which can be applied to programming a physical computing system. **Future knowledge**: Children will be able to apply their knowledge of creating a physical computing system to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems within KS3.
Tier 2 and Tier 3 vocabulary	vector drawings shapes drawing tools resizing, rotating duplicate element zoom tool handles modify layers	HTML code media common features fair use copyright sources home page devices content navigation path hyperlinks	spreadsheet organise table data headings cell formulas inputs output calculated data operations duplicating multiple cells graph	Crumble controller Programming environment Infinite loops / repetition simple circuit microcontroller motor design sequence components count-controlled loops outputs/ Input conditions Crumble switch selection represent conditions
Resources	This unit is planned using the Google Drawings application. All Google Drawings files are provided in the lesson plans (the links create a copy of the drawing that can be edited). However, if you wish to use a different vector drawing program, all of the resources are included in the folders as Google Slides presentations. The contents of these files can be copied across to your preferred program. In order to demonstrate the tools and skills involved in vector drawings, it is recommended that you use a vector drawing program, such as Vectr. While the resources could be used in the Google Slides files, it is important that learners	It is recommended that learners use laptop or desktop computers for this unit of work. The unit has been based on the use of Google Sites, which is free to use with any Google account. If your school uses the free Google Workspace for Education, your Google administrator can create accounts for pupils and also ensure that the Google Sites feature is enabled. If you don't have a school Google Workspace account, your school may choose to set one up or you may opt to create individual Google accounts for your learners to use. Whichever option you choose, it should be in line with your school's policies.	Excel or Numbers on the iPad	• 1 Crumble controller • 12 crocodile leads • 2 Sparkles (a Sparkle is a RGB LED — red, green, blue light-emitting diode. The D connector allows the Crumble to use an electronic signal to control the Sparkle. The signal sets the colour and brightness of the LED.) • 1 push switch suitable for Crumble • 1 light sensor suitable for Crumble • 1 buzzer suitable for Crumble • 1 micro USB cable • 1 switched battery box suitable for Crumble

	recognise that true vector drawings are made using a vector drawing program.			
Other Curriculum Areas	Science – how humans change book creator to make a book called Human Explorers – NUMBERS app to make graphs Maths – numbers app for graphs, photos for fractions Science – living things digital microscopes and take photographs of dissecting flowers and animal life cycles Geography –SWAY presentations Computing DT –iMovie adverts for their moving toys, make PowerPoint presentations for instructions. Use stop frame sequences to record procedures in DT unit. Literacy – use adobe spark to text map a text			