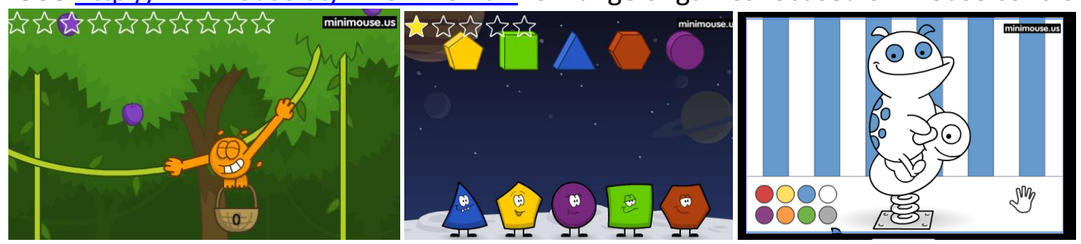
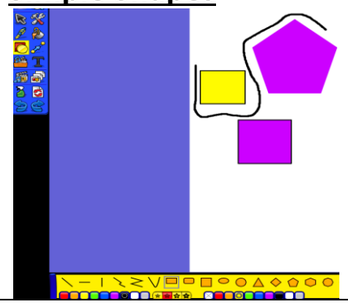
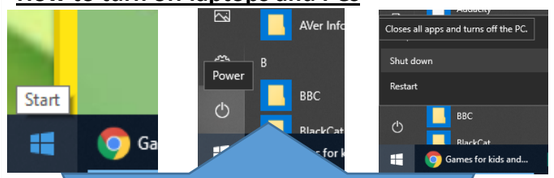
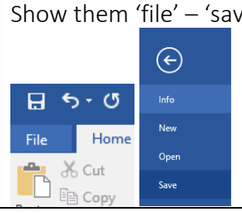
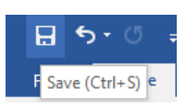
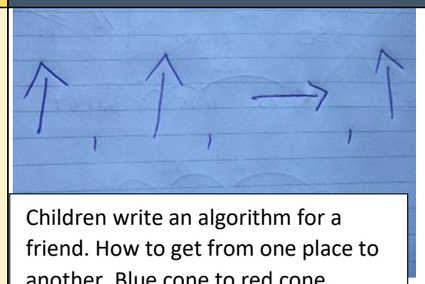
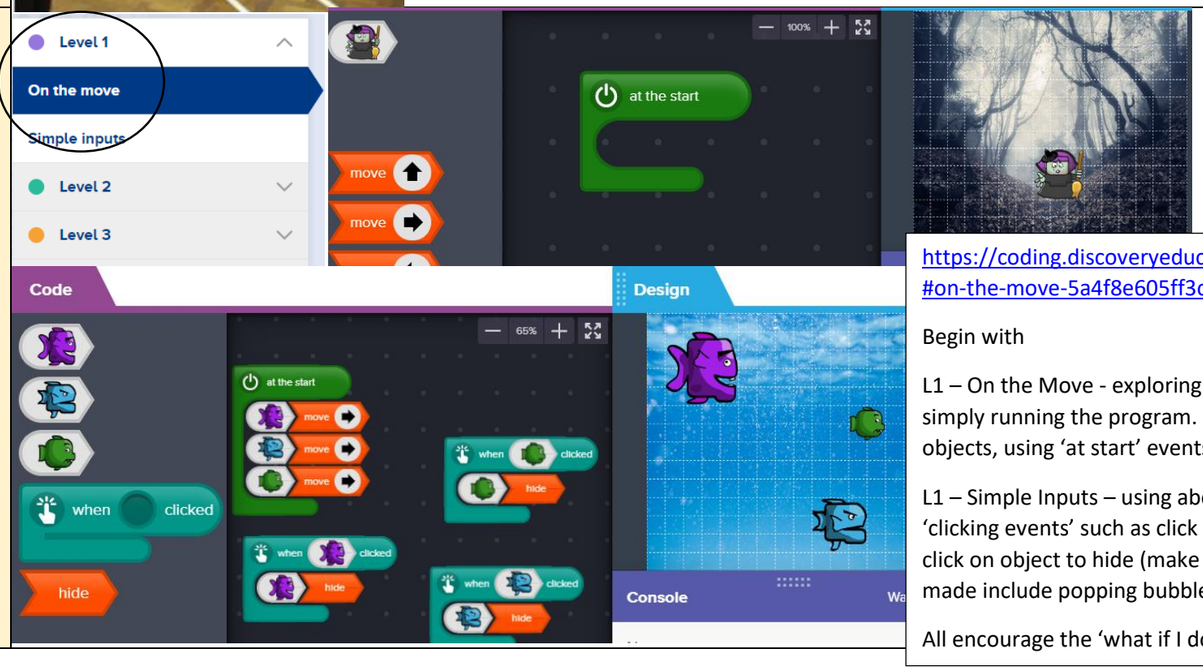
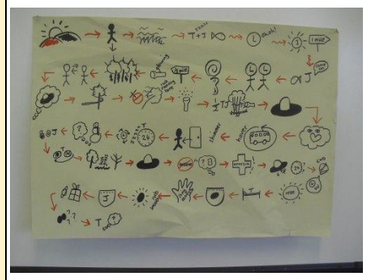
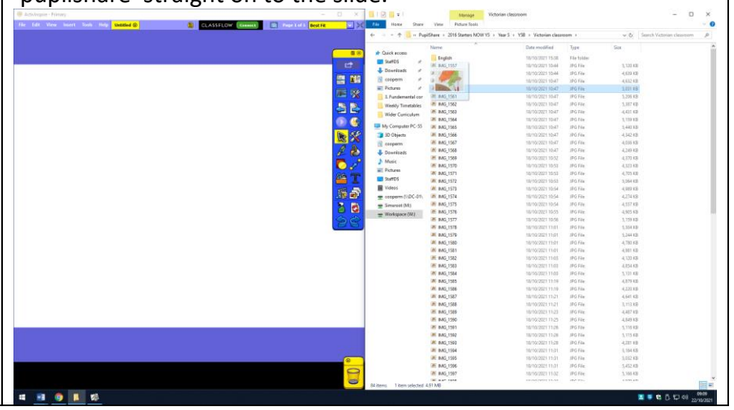
Computing Exemplification

Y1	Objective	Vocabulary	Example
Fundamentals	**WALT** Use a computer mouse and laptop touchpad to draw simple shapes **Prior knowledge** **How knowledge is progressive**	Monitor Mouse 'Click and drag' Control Input Output Edit	Use http://minimouse.us/VineTime.htm for range of games focused on mouse control  **Simple Shapes**  Have ActivInspire loaded (or similar software such as paint) Children have tasks based around drawing shapes and changing their colour. Use the pen to draw, potential create a maze to draw the path?
	WALT Safely switch on and shutdown a computer and name the main components of a computer *Monitor, PC unit, keyboard, mouse, speaker* **Prior knowledge** **How knowledge is progressive**	Monitor Keyboard Speaker Touchpad Mouse Input Output	**How to turn off laptops and PCs**  Where Remind chn not to keep pressing the on/off button on PC and laptops! Have patience… **Naming main components**  Can chn transfer any of this onto a laptop? Where is the monitor? Where is the speaker? Where is the PC unit? Left and right click? EXT – which of these components are output (give something out)/input (put something in)?
	WALT Save a file (which has already been saved) **Prior knowledge** **How knowledge is progressive**	'file, save' Save Shortcut	Already have document open and ready for child to use. Refer to when they play games and they have to save their progress? What happens if you don't save? It's gone! Show them 'file' – 'save' and also the shortcut image of a floppy disc (can discuss what this was, bring one in?)  

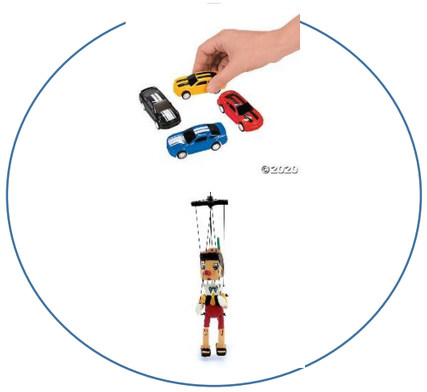
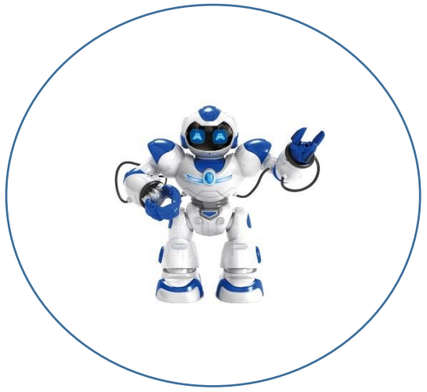
Computing Exemplification

Y1	Objective	Vocabulary	Example
Computational Thinking and Coding	**WALT I make an algorithm to complete a task with a BeeBot** -I can give instructions to a friend and physically follow their instructions -I can describe what happens when I press buttons -I can say what actions I will need to do to make something happen, and talk about this as the algorithm -I can say what actions I will need to do to make something happen, and talk about this as the algorithm **Prior knowledge** *How to programme a BeeBot* *Directions, left right* **How knowledge is progressive** *Start unplugged and build vocabulary with others. Knowledge and skills transferred into programming BeeBot whilst building vocab*	Coding Lines of code Left Right Forward Backwards Turn Predict Algorithm (instructions human follows) Run programme Debug Input (the directions) Output (BeeBot moves)	 Children write an algorithm for a friend. How to get from one place to another. Blue cone to red cone. Classroom to your bag etc… Predict, test (run programme) and debug EXT – This could be in PE/dance. Follow a dance or create own…    Children create mini mazes, and write the algorithm (like on left) before starting. Work through process of testing and debugging, discussing issues and rewrting their algorithm as they go. Mazes can then be made harder by adding more turns and tighter passage ways to require more precision
	WALT I can create a scene with different start events -Knowing that code is a set of instructions for a computer -Make things move on screen using start events and click events to make things happen -Create a scenes and games where things move, and design items and backgrounds for scene -Check for mistakes and debug **Prior knowledge** *Fundamental skill* *Click and dragging objects using mouse* **How knowledge is progressive** *Build knowledge of using 'Scratch' style building of programs* *Understand different start events of on screen objects*	Instructions Code Objects Actions Start event Click event Programs Inputs	 https://coding.discoveryeducation.co.uk/block/learn#on-the-move-5a4f8e605ff3c40814c5a62b Begin with L1 – On the Move - exploring moving objects and simply running the program. Clicking and dragging objects, using 'at start' events. L1 – Simple Inputs – using above knowledge, 'clicking events' such as click on object to move, or click on object to hide (make it disappear). Games made include popping bubbles and catching fish) All encourage the 'what if I do…?' mind-set

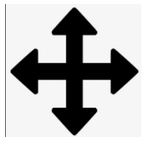
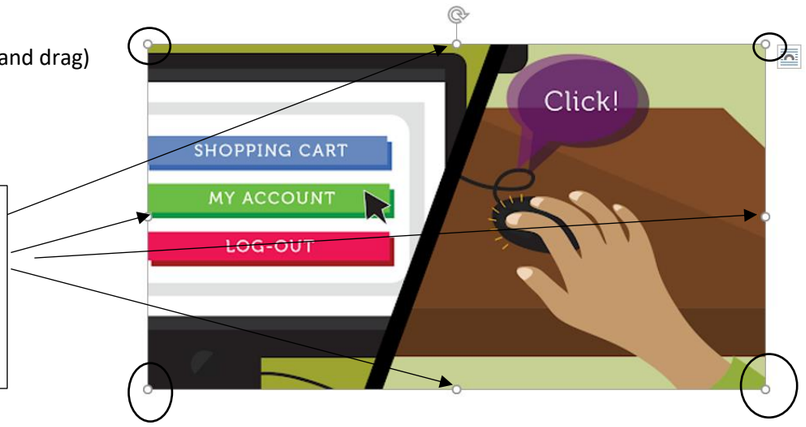
Computing Exemplification

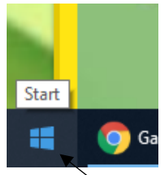
Y1	Objective	Vocabulary	Example
Multimedia	**WALT (continue throughout the year for English and end points)** I can use photos and images to create a story/share my knowledge -Use technology to collect information, including photos, videos and sounds -Be creative with different technology tools -Use technology to create and present ideas/work **Prior knowledge** Images can be taken to show learning Use of ActivInspire for drawing and click/drag skills **How knowledge is progressive** *Children will learn how they can use photos and images for different purposes* *Use fundamental mouse control to move images*	Photos Image file File Video file Sound file Create and present	 **Story maps** Chn could use images and photos taken to create a story map. Chn use the cameras to decide which parts of the story need photos. In small groups with an adult, chn select which photos of theirs. With adult support, chn could explore how to find images they don't have using a Google search (links to Online Safety and safe searching). **Posters/story making** Chn use ActivInspire to create 1 page poster with a bank of photos they have taken (or photos they need) available to move and manipulate. Chn could also use ActivInspire to create story books by making a page on each slide. Again, using photos they have taken, they select the appropriate images they need, click and drag from 'pupilshare' straight on to the slide. 

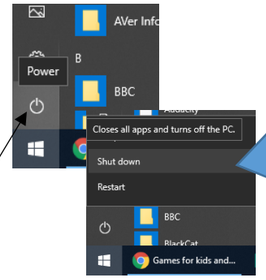
Computing Exemplification

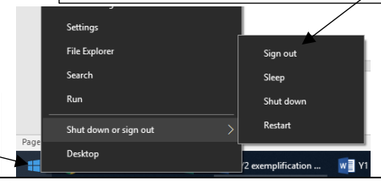
Y1	Objective	Vocabulary	Example
Technology in Our Lives	**WALT** I can explore everyday objects and how they work **Prior knowledge** *Looked at old toys through history and sorted based on how they move and their age* *Inputted information into BeeBots to direct and move* **How knowledge is progressive**	Old and new Mains and battery Powered by…	Powered by humans  Powered by battery  Powered by mains  Very strong link with the history strand of exploring toys in history. Discuss how things are powered, and include these **toys**, **remotes**, and devices in the historical timeline (see history exemplification for further details)

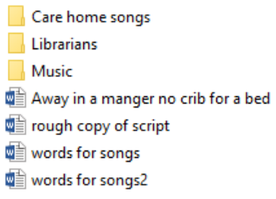
Computing Exemplification

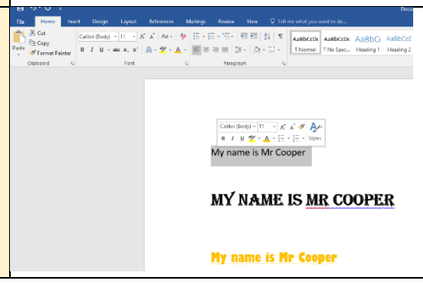
<table>
<tr><th>Y2</th><th>Objective</th><th>Vocabulary</th><th>Example</th></tr>
<tr><td rowspan="3">Fundamentals</td><td>
WALT
Use a computer mouse and laptop touchpad with increasing confidence and accuracy to open programmes and documents, drag objects and resize objects.
Prior knowledge
Y1 focus on mouse control, how to click and drag objects as well as draw lines and basic shapes
How knowledge is progressive
From Y1, now progress to manipulating current images and objects as well as have improved accuracy of the cursor
</td><td>Monitor
Mouse
‘Click and drag’
‘double click’
Input
Output
Edit
Cursor</td><td>
When moving and resizing objects, chn understand the difference in actions between:
 (to point and select)
 (to click and drag)
These will stretch the image in that direction
Corners will enlarge image but not stretch


</td></tr>
<tr><td>
WALT
Turn on, log in, log off or safely shutdown a PC or laptop
Prior knowledge
Y1 focus on how to safely turn on and off
How knowledge is progressive
Progresses to understanding how and why to log in as well as the other options for the laptops and PCs, and when each one is appropriate
</td><td>Monitor
Keyboard
Speaker
Touchpad
Mouse
Input
Output
Sign out (log out)
Sleep
(low power, still on)
Shut down
(turn off)
Restart</td><td>
<u>How to turn off or log laptops and PCs</u>


Left click


Remind chn not to keep pressing the on/off button on PC and laptops!
Have patience…
<u>Log off</u>
All KS1 will keep their year group log ins, but Y2 need to get in the habit off logging off for good practice in KS2
Right click


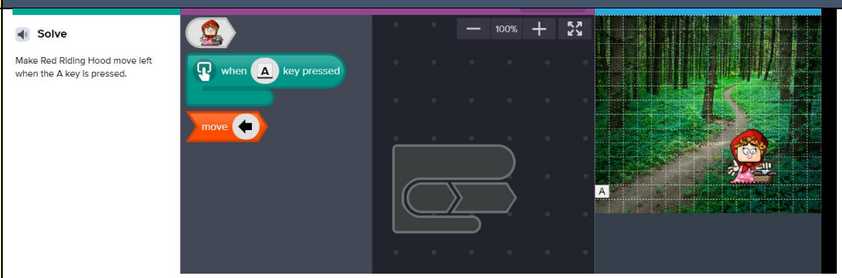
</td></tr>
<tr><td>
WALT
Open saved work, edit text and understand the difference between ‘save’ and ‘save as’
Prior knowledge
Clicking save on an already opened document
How knowledge is progressive
</td><td>‘file, save’
Save
Save As
File
Document
Desktop (main screen of icons)</td><td>
Chn log in as ‘Y2’ and open documents from ‘My Computer’ and ‘workspace’ -> ‘pupilshare’


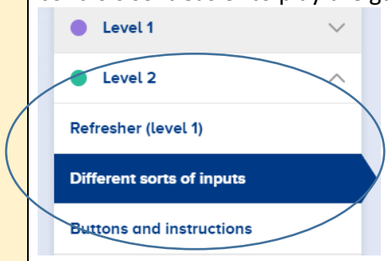
Chn spot difference between folder and document
Save = save over your current progress or work
Save As = you want to save it as a new document. Save As __
</td></tr>
<tr><td>
WALT
Format text (select font type, change colour, change size, bold, underline)
Prior knowledge
Click and drag objects to move or highlight
How knowledge is progressive
</td><td>Format (to change)
Bold
Underline
Font size
Font type
Increase and decrease</td><td>


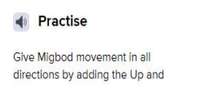
- Explore these icons in Word
- Visit highlighting certain parts of text (click and drag skill)
- Can the chn accurately format certain parts of a given text? Provide with instructions e.g. underline title, change first sentence to bold…

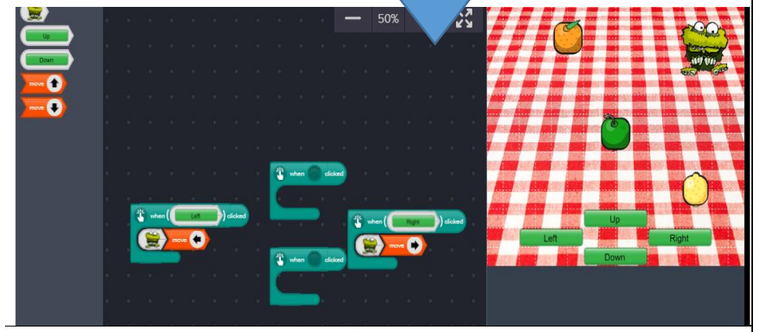

</td></tr>
</table>

Computing Exemplification

<table>
<tr><th>Y2</th><th>Objective</th><th>Vocabulary</th><th>Example</th></tr>
<tr><td rowspan="2">Computational Thinking and Coding</td><td>
WALT
I can use code keyboard keys to make things onscreen happen
Prior knowledge
Coding friends, Algorithm is a complete set of instructions for humans
How knowledge is progressive
Now begin to understand how other things around them work, and how code is required for them to work – not just on screen or games.
</td><td>
Instructions
Code
Objects
Actions
Programs
Inputs
Algorithm
Input device
</td><td>


Final task in level 2 combines, click starts, keyboard input and click to disappear!
Chn can select different keys from their input device (keyboard)
Is there a logical way to organise these controls so it easier to play the game?






</td></tr>
<tr><td>
WALT
I can identify what needs code to work
Prior knowledge
Coding friends, Algorithm is a complete set of instructions for humans
How knowledge is progressive
Now begin to understand how other things around them work, and how code is required for them to work – not just on screen or games.
</td><td>
Instructions
Code
Objects
Actions
Inputs
Outputs
Sequence
</td><td>


Discussions about how do devices/objects know how to work? If I press this button, how does it know? Look at simple apps and even a tablet/phone itself. When I touch the screen, how does it know what to do.

Physical devices and appliances need coding. They need to be told what to do!

If they were people, how would you tell them what to do? When this button is pressed, make sure you do this/start loading the game up when this icon is pressed.

Are there appliances children are familiar with to discuss? Label a picture and write what each button what would you tell it if it was a person? E.g. on a toaster – start the heat, stop the heat and release the spring…
</td></tr>
<tr><td></td><td>
WALT
When and why would I use a branching database?
How knowledge is progressive
n/a
</td><td>
Sorting
Database
Data = information
</td><td>
What is data? Data can be numbers, names etc. Show data on board about class e.g. Children’s names who are Stanage.
Show https://www.j2e.com/jit5#branch with a group of animals. The animals is our data, but it’s not sorted. This isn’t useful. How could we sort these animals (great link to maths eg using venn). Use link to create and discuss as a class
All questions should be answered with a yes or no

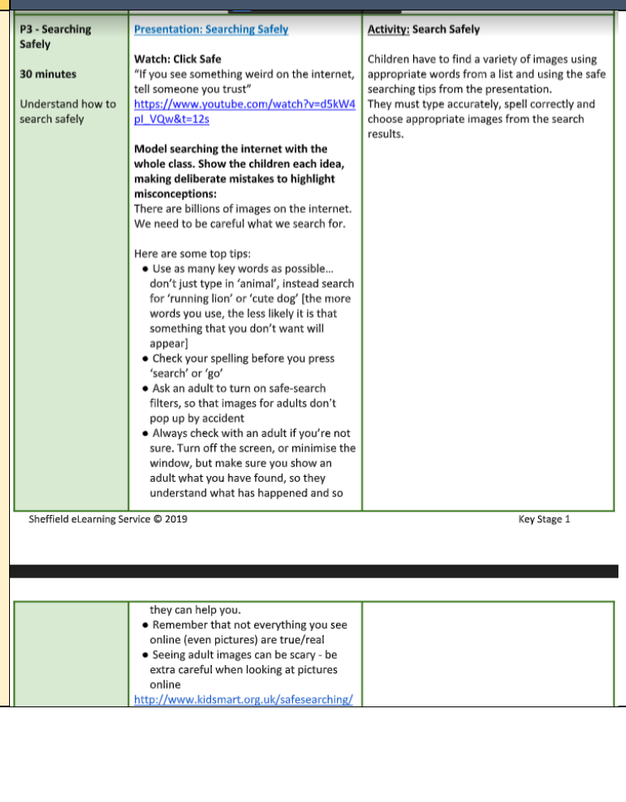
After task on computers using link – WHY are branching databases useful? Show different data such as bar chart about favourite crisps. Branching databases are to FIND a certain

https://www.teachingideas.co.uk/databases/branching-database-ideas and many other ideas if ‘branching database ks1’ is searched
</td></tr>
</table>

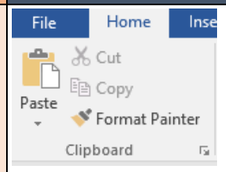
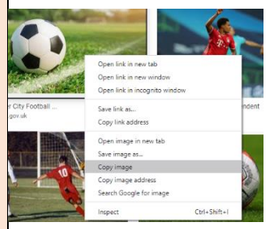
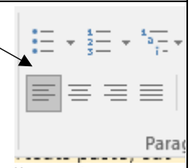
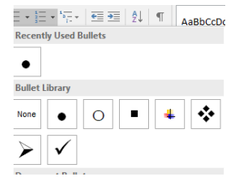
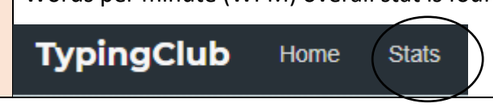
Computing Exemplification

Y2	Objective	Vocabulary	Example
Multimedia	**WALT** Create stop/start animation and understand how these are made - Create a simple stop/start motion animation **Prior knowledge** *Taking images on camera and using still images to show knowledge or tell a story* **How knowledge is progressive** *Still images can be used to make moving images*	Stop/start animation Multiple images Sequence/order Animation	Show chn a simple flip book or make a stick man move in the corner of a notepad. Chn try to replicate with a simple concept such as kicking a ball. Discuss how many drawing you had to make. If you only drew 4, did it look very smooth? Did it happen too quickly? The more images you draw the better it looks!  Show chn https://www.bbc.co.uk/bitesize/clips/zypyb9q explaining how these is used for most cartoons on TV. Using Zu3D software and camera, create a short, simple scene e.g. scoring a goal, doing a cartwheel, running a race (use lego characters, playdough…) See tutorial *Zu3D tutorial on https://www.zu3d.com/tutorials/zu3d-tutorial-videos/#gettingstarted*

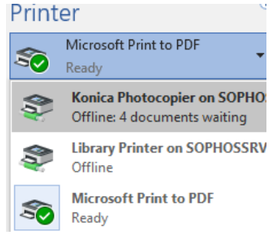
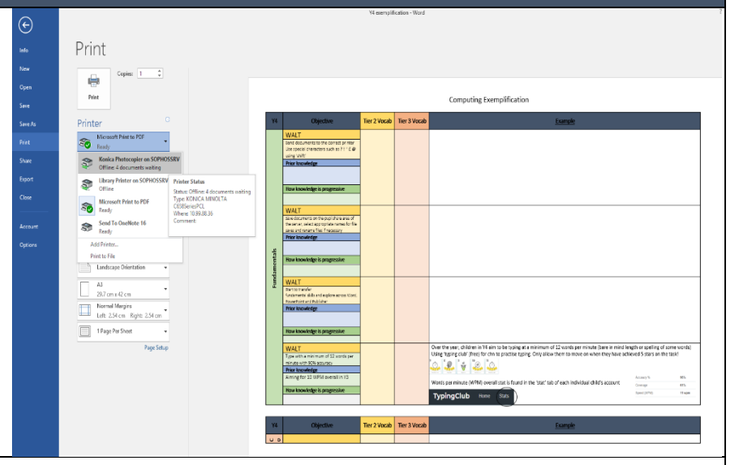
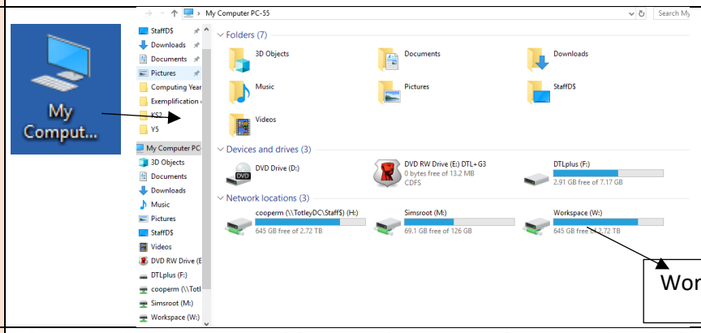
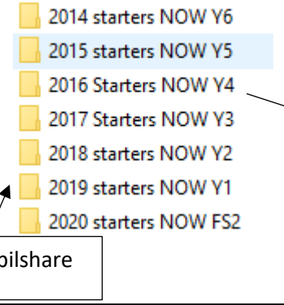
Computing Exemplification

Y2	Objective	Vocabulary	Example
Technology in our lives	WALT I can decide which website to click on when searching the internet -I can search the Internet using 1-2 key words suitable for children safely online - Search the Internet to find information and results - Follow links to another web page **Prior knowledge** **How knowledge is progressive**	Key words Research Minimise Safety Supervision Permission	 **P3 - Searching Safely** **30 minutes** Understand how to search safely **Presentation: Searching Safely** **Watch: Click Safe** "If you see something weird on the internet, tell someone you trust" https://www.youtube.com/watch?v=d5kW4pl_VQw&t=12s **Model searching the internet with the whole class. Show the children each idea, making deliberate mistakes to highlight misconceptions:** There are billions of images on the internet. We need to be careful what we search for. Here are some top tips: ● Use as many key words as possible... don't just type in 'animal', instead search for 'running lion' or 'cute dog' [the more words you use, the less likely it is that something that you don't want will appear] ● Check your spelling before you press 'search' or 'go' ● Ask an adult to turn on safe-search filters, so that images for adults don't pop up by accident ● Always check with an adult if you're not sure. Turn off the screen, or minimise the window, but make sure you show an adult what you have found, so they understand what has happened and so **Activity: Search Safely** Children have to find a variety of images using appropriate words from a list and using the safe searching tips from the presentation. They must type accurately, spell correctly and choose appropriate images from the search results. Sheffield eLearning Service © 2019 Key Stage 1 they can help you. ● Remember that not everything you see online (even pictures) are true/real ● Seeing adult images can be scary - be extra careful when looking at pictures online http://www.kidsmart.org.uk/safesearching/ Very strong link to Sheffield City Council Online Safety documentation Please see KS1 – P3 objective, lesson and resources https://drive.google.com/file/d/11uvMtVDaWIn4McVX_kZH7k7CDu5yPI-i/view

Computing Exemplification

Y3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Fundamentals	**WALT** Use and distinguish shortcuts paste, cut and copy, and how to use ctrl c, x and v **Prior knowledge** Some knowledge that ctrl+s is save, but shortcuts not explored in KS1 **How knowledge is progressive** Once knowledge is gained, can be applied to images in Google, and an awareness that it does not always work due to copyright	Cut Copy Paste Clipboard Shortcut	Copyright Format (type of image)	 First, gain understanding of what cut, copy and paste mean and how it works. Look at icons in Word under 'clipboard' (remind about hovering over icons for description) Explore skill with pieces of text by highlighting certain sections (could be done during a recap of formatting text?)  Explore how to use the clipboard with images on Google by right clicking and 'copy' (not save image!). Discuss how this does not always work due to copyright or because of which website the image is from. Just find another image that will copy. Once knowledge and skill of using the clipboard is gained, shortcuts will be used Ctrl+C = copy ctrl+V = paste ctrl+X = cut
	WALT Use caps lock when required along with using bullet points/numbering and align text left or central when appropriate **Prior knowledge** Use of keyboard and gaining awareness of layout **How knowledge is progressive** Children are taught how to be more accurate with the layout and presentation of their work	Bullet point Numbering Backspace Enter	Alignment Left or central alignment Format Layout	Using the 'paragraph' section of the tabs, chn should be able to highlight text to adjust layout or use icons to start typing in certain areas of the page.  **Here is an example of a title centrally aligned** Leave line (enter) after titles Children need to think about the layout of the text on the page depending on the text type. A poem may be central, but a story simply be aligned to the left. Sometimes, they may even want to number or bullet point. **Number or bullet point**  They may need to list things, and decide on the appropriate bullet point or number • Like this 1. Like this NOTE: Chn will have to be shown how to go to a new line to start numbering/bullet points and backspace to remove it
	WALT Insert and format text boxes and images that have been inserted or copied and pasted **Prior knowledge** Format text e.g. font, colour underline, bold. Can resize objects using corner tabs/click and drag **How knowledge is progressive** Accuracy of where the image is	Insert Copy Paste Clipboard Images	Format Wrap text	https://www.youtube.com/watch?v=uL-gEtDkmWY  This link is a 1 min video about inserting and formatting images. Using the 'insert' -> 'online pictures' guarantees images that will work Have children manipulate and explore what the different 'wrapping' does when you have text around your image (like in the video) Set challenges or tasks which involve certain images to be in the correct place on a document e.g. placing it next to the appropriate paragraph
	WALT Type with a minimum of 10 words per minute **Prior knowledge** Use of keyboard and gaining awareness of layout **How knowledge is progressive**		Words per minute QWERTY keyboard Touch typing	Over the year, children in Y3 aim to be typing at a minimum of 10 words per minute (bare in mind length or spelling of some words) Using 'typing club' (free) for chn to practise typing. Only allow them to move on when they have achieved 5 stars on the task!  Words per minute (WPM) overall stat is found in the 'stat' tab of each individual child's account  

Computing Exemplification

Y4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Fundamentals	**WALT** Send documents to the correct printer **Prior knowledge** **How knowledge is progressive**	Printer	School network Print Preview Drop down tab	Using 'file' -> 'print' explain to the chn that this is the 'print preview' screen, so always check that the layout hasn't changed due to the printer. ALWAYS check it has gone to the correct printer by selecting the drop down tab Can the spot the slight difference in 'icon' next to the printers? The cable in front shows you it is connected to the school network.  
	WALT Save documents on the pupilshare area of the server, select appropriate names for file saves and rename files if necessary **Prior knowledge** **How knowledge is progressive**	File Folder Save Save As Rename	School network Workspace Pupilshare	 Workspace -> pupilshare  Model having folders appropriately named for chn to save their own work into. Consider agreeing as a class what to call the folder, so everyone knows…
	WALT Start to transfer fundamental skills and explore across Word, PowerPoint and Publisher **Prior knowledge** See far right box in this row **How knowledge is progressive** Children begin to develop an awareness of purpose and audience			Please see Y1, 2, 3 exemplification documents for more detailed examples of expectations. Discuss the different between Word, PowerPoint and Publisher on screen but also showing them work created on all 3 (possibly the same piece of work… Evaluate the pros and cons of each software thinking about purpose, audience etc… Here is the breakdown of skills that can should be transferred across Word, PowerPoint and Publisher: -Opening saved work, editing and using 'save' or 'save as' -Format text (select font type, change colour, change size, bold, underline) -Use and distinguish shortcuts paste, cut and copy, and how to use ctrl c, x and v -Use caps lock when required along with using bullet points/numbering -Insert and format text boxes and images that have been inserted or copied and pasted -Align text left or central when appropriate
	WALT Type with a minimum of 12 words per minute with 90% accuracy and Use special characters such as ? ! " £ @ using 'shift' **Prior knowledge** Aiming for 10 WPM overall in Y3 **How knowledge is progressive**			Over the year, children in Y4 aim to be typing at a minimum of 12 words per minute (bare in mind length or spelling of some words) Using 'typing club' (free) for chn to practise typing. Only allow them to move on when they have achieved 5 stars on the task!  Words per minute (WPM) overall stat is found in the 'stat' tab of each individual child's account  

Computing Exemplification

<table>
<tr><th>Y5</th><th>Objective</th><th>Tier 2 Vocab</th><th>Tier 3 Vocab</th><th colspan="2">Example</th></tr>
<tr><td rowspan="5">Fundamentals</td><td>WALT
Select which software (Word, PowerPoint and Publisher) is best for different purposes
Prior knowledge
See far right box in this row
How knowledge is progressive
Over the year, chn will have more autonomy and flexibility to select their choice of software</td><td>Text type

Evaluate</td><td>Audience awareness

Fit for purpose

Microsoft Office

Software

Critical evaluation</td><td>Please see Y1, 2, 3, 4 exemplification documents for more detailed examples of expectations.

Discuss the different between Word, PowerPoint and Publisher on screen but also showing them work created on all 3 (possibly the same piece of work…

Evaluate the pros and cons of each software thinking about purpose, audience etc…

Through the year, start to allow children to decide and justify why they are using a certain software, or provide them with 2 choices e.g. Word or Publisher when doing ‘best writes’</td><td>Breakdown of skills that can should be transferred across Word, PowerPoint and Publisher:
-Opening saved work, editing and using ‘save’ or ‘save as’
-Format text (select font type, change colour, change size, bold, underline)
-Use and distinguish shortcuts paste, cut and copy, and how to use ctrl c, x and v
-Use caps lock when required along with using bullet points/numbering
-Insert and format text boxes and images that have been inserted or copied and pasted
-Align text left or central when appropriate</td></tr>
<tr><td>WALT
-Using PowerPoint:
- Include slides with hyperlinks
- Create a branching story
- Add transitions and animations
- Insert video and audio
- evaluate slide layout and quality
Prior knowledge

How knowledge is progressive</td><td>Timings

Delays

Duration

Insert

Audio

Layout

Images

Style/design

Format</td><td>Transitions

Animations

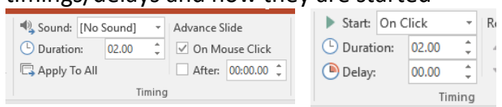
Fit for purpose

Hyperlinks

Branching stories

Critical evaluation</td><td><u>Include hyperlinks and branching stories or scenarios</u>

Please watch https://www.youtube.com/watch?v=yYqA45HADtc for a clear explanation of how to create hyperlinks within a slide and to a website.

Chn could make e-books where they just turn the page or have a contents page and glossary? They could also make scenarios where the reader chooses what happens next…</td><td><u>Add transitions and animations</u>
Using the corresponding tabs, chn make appropriate choices for their animations and transitions as well as consider the timings/delays and how they are started
 

NOTE: Links closely to evaluating/ audience/flow…</td></tr>
<tr><td>Prior knowledge

How knowledge is progressive</td><td></td><td></td><td><u>Inserting audio and video</u>

Watch https://support.microsoft.com/en-us/office/video-add-and-record-audio-eeac1757-5f20-4379-95f2-0d0cd151d5b8 for how to insert audio and alter playback settings. Chn may need this for narration of a single slide or a piece of music over the whole presentation (or book etc)

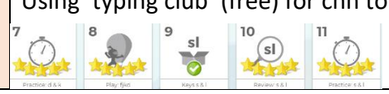
Watch https://support.microsoft.com/en-us/office/video-add-format-and-record-video-bb7fc99c-71ef-48e3-ac1a-3ebafcd9f3ed up to 1:35 on how to insert videos from file or from the internet.

NOTE: With both of these, options appear in tabs above about playback such as on click, after previous etc allow chn to explore these.</td><td><u>Evaluating slide layout and quality</u>

Chn need to show awareness of:

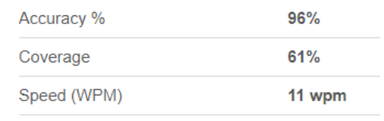
-audience (age would be a big factor)
- topic/theme (what is your presentation about? This effects the layout, images, animations, transitions…

-Is the necessary information clear?
-Do the animations/transitions add to the presentation or distract/effect flow?

-Is there a consistent ‘style’ or ‘design’ followed throughout e.g. colour, text, layout or does it change every slide?</td></tr>
<tr><td>WALT</td><td></td><td></td><td colspan="2">Over the year, children in Y4 aim to be typing at a minimum of 15 words per minute (bare in mind length or spelling of some words) Using ‘typing club’ (free) for chn to practise typing. Only allow them to move on when they have achieved 5 stars on the task!
  </td></tr>
</table>

Computing Exemplification

Words per minute (WPM) overall stat is found in the ‘stat’ tab of each individual child’s account



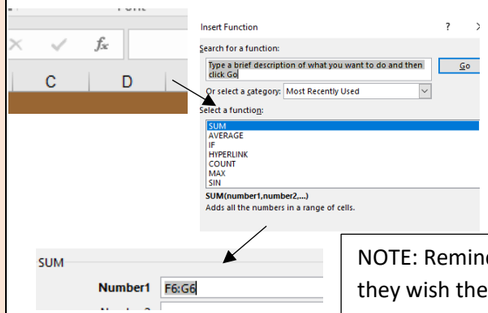
Computing Exemplification

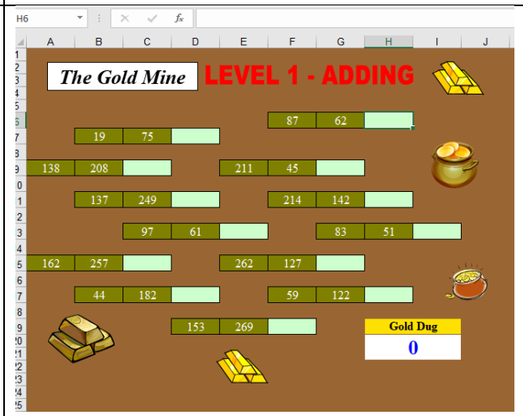
<table>
<tr><th>Y6</th><th>Objective</th><th>Tier 2 Vocab</th><th>Tier 3 Vocab</th><th colspan="2">Example</th></tr>
<tr><td rowspan="3">Fundamentals</td><td>WALT
- Select from a range of software, decide and evaluate which is best for different purposes (including Word, PowerPoint, Publisher, Excel)
Prior knowledge
See far right box in this row
How knowledge is progressive
Over the year, chn will have more autonomy and flexibility to select their choice of software</td><td>Text type
Evaluate
Critical evaluation</td><td>Audience awareness
Fit for purpose
Microsoft Office
Software</td><td>Please see Y1, 2, 3, 4, 5 exemplification documents for more detailed examples of expectations.

Discuss the different between Word, PowerPoint and Publisher on screen but also showing them work created on all 3 (possibly the same piece of work…

Evaluate the pros and cons of each software thinking about purpose, audience etc…

Through the year, start to allow children to decide and justify why they are using a certain software, or provide them with 2 choices e.g. Word or Publisher when doing ‘best writes’</td><td>Breakdown of skills that can should be transferred across Word, PowerPoint and Publisher:
-Opening saved work, editing and using ‘save’ or ‘save as’
-Format text (select font type, change colour, change size, bold, underline)
-Use and distinguish shortcuts paste, cut and copy, and how to use ctrl c, x and v
-Use caps lock when required along with using bullet points/numbering
-Insert and format text boxes and images that have been inserted or copied and pasted
-Align text left or central when appropriate</td></tr>
<tr><td>WALT
- Using Excel:
-add, edit and enter data and formulas into a spreadsheet
Prior knowledge

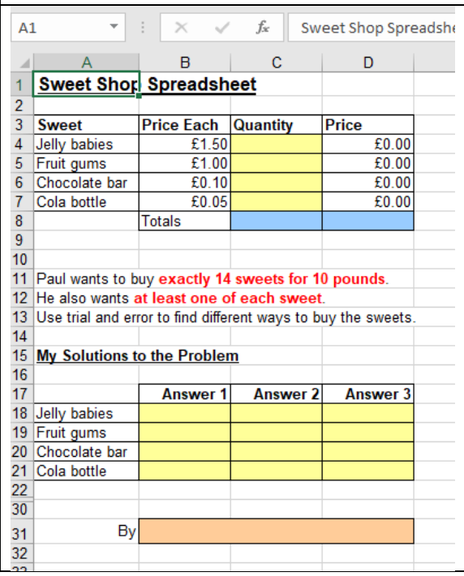
How knowledge is progressive</td><td>Column
Row
Input</td><td>Cells
Formulas
=SUM
=AVERAGE</td><td>Chn have pre made spreadsheet to practise their understanding of cells and how to create formulas by using the formula icon
 

NOTE: Remind chn to select the cell they wish the answer to appear</td><td> 

Example found on TES

Chn input the formula to fill in each box e.g. =SUM(F6+G6)

Folder of tasks in staffshare > subjects >computing >y6excelactivity</td></tr>
<tr><td>WALT
-order and present data
-design and use a spreadsheet for a specific purpose or problem
Prior knowledge

How knowledge is progressive
Through the year, provide opportunities for chn to think about how excel could help them in a certain task
Could be used within maths and entrepreneurial tasks</td><td>Column
Row
Input</td><td>Cells
Formulas
=SUM
=AVERAGE</td><td colspan="2"> 

Use in maths/project to collate/record/ calculate money?

Record sports Day scores

Team score for class events or even weekly House Points!</td></tr>
</table>