

Ashwell Primary School
Computing Curriculum
Word Processing Progression - Knowledge & Skills Organiser



Year 1 – Word Processing

Core Knowledge / skills to be acquired: (Unit 1.6 – Animated Story Books)

- To introduce e-books and the 2Create a Story tool.
- To add animation to a story.
- To add sound to a story, including voice recording and music the children have composed.
- To work on a more complex story, including adding backgrounds and copying and pasting pages.
- To share e-books on a class display board.

Key Vocabulary:

- Animation** - Process of giving the illusion of movement to drawings and models.
- Font** - The style of text used in a piece of writing on the computer or tablet.
- Sound Effect** - A sound other than speech or music made for use in a play, film or computer file.
- E-Book** - A book that can be read on the computer or on a tablet.
- File** - A piece of work on the computer.
- Display Board** - A way to share your work on Purple Mash.

Curriculum Enrichment / Cultural Capital Opportunities / key questions

- What is 2Create a Story?
- What is an animated story?
- How can I make my story better?

Prior knowledge / skills this builds on: (EYFS Framework)

- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

What comes next: (Unit 2.8 – Presenting Ideas)

- 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.

Year 2 – Word Processing

Core Knowledge / skills to be acquired: (Unit 2.8 – Presenting Ideas)

- 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.

Key Vocabulary:

Concept Map (Mind Map) - A tool for organising and representing knowledge. They form a web of ideas which are all interconnected.

Node - A way to represent a concept or idea using text and/or images.

Animated - A process by which we see still pictures appear to move.

Quiz - A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.

Non-Fiction - Informative or factual writing.

Presentation - A speech or talk in which a new product, idea, or piece of work is shown and explained to an audience.

Narrative - A speech or talk in which a new product, idea, or piece of work is shown and explained to an audience.

Audience - The people giving attention to something.

Curriculum Enrichment / Cultural Capital Opportunities / key questions

- What do we need to think about when planning a presentation?
- Why should I plan out my presentation?

Prior knowledge / skills this builds on: (Unit 1.6 – Animated Story Books)

- To introduce e-books and the 2Create a Story tool.
- To add animation to a story.
- To add sound to a story, including voice recording and music the children have composed.
- To work on a more complex story, including adding backgrounds and copying and pasting pages.
- To share e-books on a class display board.

What comes next: (Unit 3.4 – Touch Typing)

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

Year 3 – Word Processing

Core Knowledge / skills to be acquired: (Unit 3.4 – Touch Typing)

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

Key Vocabulary:

- Posture** - The correct way to sit at the computer.
Top row keys - The keys on the top row of the keyboard.
Home row keys - The keys on the middle row of the keyboard.
Bottom row keys - The keys on the bottom row of the keyboard.
Space bar - The bar at the bottom of the keyboard.

Curriculum Enrichment / Cultural Capital Opportunities / key questions

- Why should I have a good posture at the computer?
- Why should I type certain keys with certain fingers?

Prior knowledge / skills this builds on: (Unit 2.8 – Presenting Ideas)

- 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.

What comes next: (unit 4.4 – Writing for different audiences)

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

Year 4 – Word Processing

Core Knowledge / skills to be acquired: (unit 4.4 – Writing for different audiences)

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

Key Vocabulary:

- Font** - The style of writing one can use when typing on a document.
Bold - This makes the text stand out.
Italic - A style of formatting when the text is at an angle.
Underline - To draw a line underneath the font.

Curriculum Enrichment / Cultural Capital Opportunities / key questions

- Why should I change the font when I am writing?

Prior knowledge / skills this builds on: (Unit 3.4 – Touch Typing)

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

What comes next: (Unit 5.8 – Word Processing)

- To know what a word processing tool is for.
- To add and edit images to a word document.
- To know how to use word wrap with images and text.
- To change the look of text within a document.
- To add features to a document to enhance its look and usability.
- To use the sharing capabilities in Google Docs
- To use tables within to present information.
- To introduce children to templates.

Year 5 – Word Processing

Core Knowledge / skills to be acquired: (Unit 5.8 – Word Processing)

- To know what a word processing tool is for.
- To add and edit images to a word document.
- To know how to use word wrap with images and text.
- To change the look of text within a document.
- To add features to a document to enhance its look and usability.
- To use the sharing capabilities in Google Docs
- To use tables within to present information.
- To introduce children to templates.

Key Vocabulary:

- Copyright** - When an image, logo or idea has a legal right to not be copied or used without the owner's permission.
- Cursor** - The flashing vertical line that shows your place in a document.
- Document** - A type of file which shows written information and/or images and sometimes charts and tables.
- Font** - A set of type which shows words and numbers in a particular style and size.
- In-built styles** - A bank of ready-made styles which you can use to make sure your style (font, headers, spacing, size etc) is consistent throughout the document.
- Merge cells** - A tool you can use when making a table to join cells which are next to each other in columns or rows.
- Paragraph formatting** - When you change the format of the text in a paragraph, including how the text is aligned and spaced.
- Text formatting** - When you change the format of text on a page, including the font and the size and whether it is bold, underlined or in italics.
- Text wrapping** - A feature which helps you place and position an image neatly on a page or within a paragraph of text.
- Textbox** - A way to include text in a position that you want out of the usual flow of the document.
- Word Processing tool** - A programme which allows you to write, edit and print different documents.
- Template** - A ready-made outline of a document you might want to adapt, such as a letter or certificate.

Curriculum Enrichment / Cultural Capital Opportunities / key questions

- What is a word processing tool used for?
- What features can you use to make a document more readable?
- How do you successfully add an image to a document?

Prior knowledge / skills this builds on: (unit 4.4 – Writing for different audiences)

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

What comes next: (Unit 6.4 – Blogging)

- To identify the purpose of writing a blog.
- To identify the features of a successful blog.
- To plan the theme and content for a blog.
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.

Year 6 – Word Processing

Core Knowledge / skills to be acquired: (Unit 6.4 – Blogging)

- To identify the purpose of writing a blog.
- To identify the features of a successful blog.
- To plan the theme and content for a blog.
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.

Key Vocabulary:

Audience - In this case the readership of the blog.

Blog - A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

Blog page - A webpage onto which blog posts are hosted.

Blog post - A piece of writing or other item of content published on a blog.

Collaborative - Produced by or involving two or more parties working together.

Icon - A symbol or graphic representation on a screen.

Curriculum Enrichment / Cultural Capital Opportunities / key questions

- What is a blog?
- What can a blog be about?
- How are the audience involved in a blog?

Prior knowledge / skills this builds on: (Unit 5.8 – Word Processing)

- To know what a word processing tool is for.
- To add and edit images to a word document.
- To know how to use word wrap with images and text.
- To change the look of text within a document.
- To add features to a document to enhance its look and usability.
- To use the sharing capabilities in Google Docs
- To use tables within to present information.
- To introduce children to templates.