

## Curriculum Intent and Rationale: Computing

The wider curriculum at Tudor Academy is designed to enhance our core values and learning behaviours of #Passion, #Urgency, #Positivity, #Aspiration, and #Commitment

**Intent:** Our motto 'Inspiring Excellence for All' and our values 'Positivity, Urgency, Passion, Aspiration, Commitment & Commitment to Anti-Racism' underpin our curriculum offer and drive the elements that are central to our school vision and ethos. Positivity – promoting an inclusive, resilient and can-do attitude towards learning where progress is celebrated. Urgency – ensuring that every moment of a child's time at school is purposeful and deliberately planned for. Passion – igniting curiosity and a love for learning which is supplemented by a range of exciting opportunities which exposes them to a world beyond their immediate experiences. Aspiration – fostering a culture of ambition where children have high expectations for themselves now and for their future. Commitment – offering a high-quality and diverse curriculum which challenges the children and equips them with the skills and knowledge to be a voice for change.

Nursery					
Autumn		Spring		Summer	
Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>E-safety</b> A series of activities and resources to teach Early Years pupils the perils and opportunities of using the Internet.</p> <p><b>Introduce Computing</b> Introduce EYFS pupils to computer with a series of resources and activities linked to Early Years goals. Including:</p> <ul style="list-style-type: none"> <li>• Labelling computer parts.</li> <li>• Song lyrics to help understand and remember what computer parts do.</li> <li>• Role-play activities with printable support resources.</li> <li>• Teacher notes, question prompts and video tutorials for helpful software/apps.</li> </ul>		<p><b>Digital Art and Design</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools and techniques competently and appropriately (40-60+ months)</li> <li>• Selects appropriate resources and adapts them where necessary (40-60+ months)</li> <li>• Explores how colours can be changed (30-50 months)</li> <li>• Chooses particularly colours to use for a purpose (40-60 months)</li> </ul>	<p><b>Early Music Creation</b></p> <ul style="list-style-type: none"> <li>• Explore how sounds can be changed (30-50 months)</li> <li>• Explore different sounds of instruments (40-60 months)</li> <li>• Select and use technology for a particular purpose (Early Learning Goals)</li> <li>• Represent own ideas through music (Early Learning Goals)</li> </ul>	<p><b>Early Programming</b></p>	
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>E-Safety 1 lesson</b> NC: 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</p>	<p><b>Design 1 lesson</b> NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> <li>• Change the colour and pattern of elements.</li> <li>• Position and rotate objects on a design.</li> </ul>	<p><b>Text and Images 3 lessons</b> NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> <li>• Change the background colour of a page.</li> </ul>	<p><b>Music Creation 2 lessons</b> NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> <li>• Create a rhythm using a pattern of beats.</li> <li>• Create digital sounds using patterns and shapes.</li> </ul>	<p><b>Introduce Programming 5-7 lessons</b> NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Cont on from Summer 1</p>

<ul style="list-style-type: none"> <li>Understand what the internet is and how people use it.</li> <li>Understand what personal information is and why we keep personal information private.</li> <li>Why do websites want personal information.</li> <li>Identify when and where to go for help when concerned.</li> </ul> <p><b>Mouse and Keyboard Skills</b>  <b>NC: Use technology purposefully to create digital content 4 lessons</b></p> <ul style="list-style-type: none"> <li>Move the mouse or trackpad and left click to select an object.</li> <li>Drag and drop with mouse or trackpad to move objects around the screen.</li> <li>Find letters or numbers on a keyboard.</li> <li>Begin touch typing with home row keys.</li> </ul>	<ul style="list-style-type: none"> <li>Position objects in relation to each other.</li> <li>Resize, rotate, flip and arrange objects behind/in front of each other.</li> </ul> <p><b>Digital Art 1 lesson</b>  <b>NC: Use technology purposefully to create digital content</b></p> <ul style="list-style-type: none"> <li>Change the colour of individual pixels to accurately re-create basic artwork.</li> <li>Make changes where required</li> <li>Change the colour of individual pixels to accurately re-create detailed artwork.</li> <li>Use zoom controls to help fill small shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Add, resize and position images (pictures) on a page.</li> <li>Type and position text on a page, if possible using capital letters and punctuation.</li> <li>Label pictures with text.</li> <li>Use word-banks for writing sentences about pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple melody using patterns and adjust tempo</li> </ul>	<p><b>Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</b></p> <ul style="list-style-type: none"> <li>Place instructions into the correct order (sequence) to make something work.</li> <li>Use direction arrows to move an on-screen object (character/sprite) to achieve an objective.</li> <li>Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug).</li> <li>Predict a route and sequence distance commands to program an on-screen object to achieve an objective.</li> <li>Predict and sequence movement and pen commands to program the drawing of different 2D shapes.</li> <li>Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective.</li> </ul>	
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**Year 2**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>E-Safety 1-2 lessons</b>  <b>NC: 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</b>            (Resources 4-7)</p> <ul style="list-style-type: none"> <li>What are the dangers of sharing photos online?</li> </ul>	<p><b>Internet Research Min 1 lesson</b>  <b>NC: 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.</b></p> <ul style="list-style-type: none"> <li>Understand how a web-page displays information in different ways; text, images,</li> </ul>	<p><b>Digital Art 3 lessons</b>  <b>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></p> <ul style="list-style-type: none"> <li>Use lines and fill tools to make interesting patterns and mimic an artist's style (Mondrian).</li> <li>Add a variety of shapes (outlines and fill) and label them with text.</li> </ul>	<p><b>Introduce Data Handling 3 lessons</b>  <b>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b></p> <ul style="list-style-type: none"> <li>Understand what data is and collect it as a tally.</li> <li>Use software to label a pictogram and add data to each column.</li> <li>Edit a table with correct titles and numbers.</li> </ul>	<p><b>Developing Programming 3 lessons</b>  <b>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</b>  <b>Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</b></p> <ul style="list-style-type: none"> <li>Create and debug simple programs by selecting code</li> </ul>	<p><b>Introduction to Animation 3 lessons</b>  <b>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b></p> <ul style="list-style-type: none"> <li>Add a background and objects to a frame (including text)</li> <li>Copy/clone a frame and move objects to create an animation, including flipping objects.</li> </ul>

<ul style="list-style-type: none"> <li>• People online are not always who they say they are.</li> <li>• Trusting information online.</li> <li>• Using the Internet responsibly.</li> <li>• Being respectful.</li> </ul> <p><b>Recognise uses of IT 1-2 lessons</b>  <b>NC: Recognise common uses of information technology beyond school.</b></p> <ul style="list-style-type: none"> <li>• Understand what makes a computer a computer.</li> <li>• Understand computers store and follow instructions.</li> <li>• Spot digital technology in school.</li> <li>• Understand how different technology helps us.</li> </ul>	videos and interactive elements. <ul style="list-style-type: none"> <li>• Use a web-page to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-create graphics using pixels with different colours.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use software to create a bar chart/pie chart/line chart suitable for the data.</li> <li>• Interpret a pictogram/bar chart/line chart.</li> </ul>	blocks, placing them in the correct sequence and executing a program. <ul style="list-style-type: none"> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Simplify a program by using a loop.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an animation with multiple objects moving simultaneously.</li> <li>• Create screen-recording animation (<i>optional, requires iPad</i>).</li> <li>• Create stop-motion animation with photos (<i>optional, requires iPad</i>).</li> </ul> Create animated drawings of characters by cropping photos and adjusting points of movement.
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**Year 3**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b><u>E-Safety 1 lesson</u></b>  <b>NC: Use technology safely and respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p> <ul style="list-style-type: none"> <li>• Understand what to do if something upsets you online.</li> <li>• Understand why and how people can be nasty online.</li> <li>• Describe the term 'sharing online' and why we need to get permission to share photos and videos of other people.</li> <li>• Understand why people pretend to be someone else online.</li> <li>• Understand why we only talk to people we know in the real world, when online.</li> </ul>	<p><b><u>Comic Creation 3 lessons</u></b>  <b>NC: 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.</b></p> <ul style="list-style-type: none"> <li>• Add, resize and organise colour or picture backgrounds</li> <li>• Add, resize, organise characters/objects to different panels.</li> <li>• Add narration using text and direct speech using speech bubbles.</li> <li>• Save comic with name and title.</li> </ul> Add audio recordings (optional).	<p><b><u>Digital Art 6 lessons</u></b>  <b>NC: Use Select, use and combine a variety of software (including internet services) on a range of digital devices and create a range of programs that accomplish given goals</b></p> <ul style="list-style-type: none"> <li>• Use various lines and fill tools plus copy/paste and rotation to create pattern effects. (Project 1)</li> <li>• Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects. (Project 2)</li> <li>• Use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics. (Project 3)</li> </ul>	<p><b><u>Music Creation 2 lessons</u></b>  <b>NC: 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.</b></p> <ul style="list-style-type: none"> <li>• Create ascending and descending scales.</li> <li>• Add chords evenly across the scales.</li> <li>• Add arpeggios and melodies.</li> <li>• Add a steady and even rhythm.</li> <li>• Use sampled sounds to create an effective mix.</li> <li>• Build beats, melody (tones) and effects.</li> </ul> <p><b><u>Branching Database 1-2 lessons</u></b>  <b>NC: Collect, classify and present data.</b></p>	<p><b><u>Programming in Scratch 4 lessons</u></b>  <b>NC: Design, write and debug programs that accomplish specific goal, including simulating physical systems.</b>                  Use sequence and repetition in programs; work with various forms of input.</p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals. (Including outputs)</li> <li>• Use repetition in programs.</li> <li>• Work with various forms of inputs; keyboard, mouse and touch screen.</li> <li>• Write programs to simulate physical systems.</li> </ul>	<p><b><u>3D Design 3 lessons</u></b>  <b>NC: 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.</b></p> <ul style="list-style-type: none"> <li>• Understand and use 3D space on a grid.</li> <li>• Design cities/towns for a purpose and to a budget.</li> <li>• Re-create or design familiar 3D models using cubes, such as tables and chairs.</li> <li>• Use chisel tool to improve and adapt models.</li> <li>• Colour individual blocks or whole models.</li> </ul>

<ul style="list-style-type: none"> <li>Understand why we should not always trust what we read online and how to check</li> <li>Understand the importance of being kind in the real world and also online.</li> <li>Understand the importance of using avatars and how to make them.</li> </ul> <p><b>Document Editing and Creation 1-2 lessons</b></p> <p>NC: 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.</p> <ul style="list-style-type: none"> <li>Copy and Paste text and images.</li> <li>Find and replace words.</li> <li>Format text for a purpose.</li> <li>Add bullet points to make lists.</li> <li>Experiment with keyboard shortcuts.</li> </ul>			<ul style="list-style-type: none"> <li>Add and label objects within a branching database.</li> <li>Ask questions to sort (classify) objects.</li> </ul>		
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**Year 4**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b><u>E-Safety 1 lessons</u></b></p> <p>NC: Use technology safely and respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <ul style="list-style-type: none"> <li>Understand what to do if something upsets you online.</li> <li>Understand why and how people can be nasty online.</li> <li>Describe the term 'sharing online' and why we need to get permission to share photos and videos of other people.</li> </ul>	<p><b><u>Video Editing 3-4 lessons</u></b></p> <p>NC: 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.</p> <ul style="list-style-type: none"> <li>Add scene images.</li> <li>Add scripted voiceover audio, adjust the volume and crop clips (including splitting a clip).</li> <li>Add more clips and use transition effects.</li> <li>Add titles.</li> <li>Use elements such as shapes.</li> <li>Add music background music and adjust the volume.</li> </ul>	<p><b><u>Animation 6 lessons</u></b></p> <p>NC: Use and combine a variety of software on a range of digital devices and create a range of programs, systems and content that accomplish given goals</p> <ul style="list-style-type: none"> <li>Create an icon using different shapes and fill tools.(Activity 1)</li> <li>Combine shapes and lines, then arrange them in front/behind each other. (Activity 2)</li> <li>Combine shapes, colour and text to re-create an icon. (Activity 3)</li> <li>Change the colour, size and style of text to match an</li> </ul>	<p><b><u>Data Handling 4 lessons</u></b></p> <p>NC: Collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>Change appearance of cells in a spreadsheet (fill colour and border) then add and align text.</li> <li>Find and add data to a spreadsheet, resize cells and use the software to create a suitable chart with a title.</li> </ul>	<p><b><u>Programming in Scratch 4 lessons 6-8 lessons</u></b></p> <p>NC: Design, write and debug programs that accomplish specific goals, Use sequence, selection and repetition in programs; work with various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <ul style="list-style-type: none"> <li>Program inputs with loops, selection and sensing for interactions.</li> </ul>	<p><b><u>3D Design</u></b></p> <p>NC: 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</p> <p><b><u>3D Village Pupil Activity Pack skills:</u></b></p> <ul style="list-style-type: none"> <li>Understand 3D spacial awareness.</li> <li>Add 3D shapes, resize, adjust height, duplicate and use the different perspective.</li> <li>Re-create different types of buildings using 3D shapes.</li> </ul>



<ul style="list-style-type: none"> <li>Understand why people pretend to be someone else online.</li> <li>Understand why we only talk to people we know in the real world, when online.</li> <li>Understand why we should not always trust what we read online and how to check</li> <li>Understand the importance of being kind in the real world and also online.</li> <li>Understand the importance of using avatars and how to make them.</li> </ul> <p><b>Internet Research 3-4 lessons</b>  <b>NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p> <ul style="list-style-type: none"> <li>Use search technologies to find specific pieces of information.</li> <li>Understand features of an Internet Browser.</li> <li>Reference the correct source of information.</li> <li>Be discerning in evaluating digital content.</li> <li>Check the internet for fake news by cross-referencing facts.</li> </ul>	<ul style="list-style-type: none"> <li>Export a project.</li> </ul>	<p>icon, then arrange images and use masking and opacity tools. (Activity 4)</p>		<ul style="list-style-type: none"> <li>Work with variables and various forms of input and output.</li> <li>Debug programs that accomplish goals. (correcting errors)</li> <li>Use selection, data variables and operators.</li> <li>Program a virtual robot using Scratch blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Create roads/paths by adjusting the height of 3D shapes.</li> <li>Add windows and door shapes.</li> </ul> <p><b>Lego Modelling Pupil Activity Pack skills:</b></p> <ul style="list-style-type: none"> <li>Add, move, change colour and duplicate a brick.</li> <li>Rotate bricks.</li> <li>Use sloping bricks and special bricks for a purpose.</li> <li>Change the transparency of bricks.</li> </ul>
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**Year 5**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>E-Safety 1-2 lessons</b>  <b>NC: Use technology safely and respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p> <ul style="list-style-type: none"> <li>Keep personal information private.</li> <li>Respect and protect again</li> </ul>	<p><b>Physical Devices 1-3 lessons</b>  <b>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</b></p>	<p><b>Music Creation 2-3 lessons</b>  <b>NC: 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.</b></p> <ul style="list-style-type: none"> <li>Layer tracks using sounds and effects.</li> </ul>	<p><b>Data Handling 3 lessons</b>  <b>NC: Select, use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information.</b></p> <ul style="list-style-type: none"> <li>Select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells.</li> </ul>	<p><b>Programming in Scratch 5 lessons</b>  <b>NC: Design, write and debug programs that accomplish specific goals; 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.</b></p>	<p><b>App Design 5 lessons</b>  <b>NC: Use and combine a variety of software on a range of digital devices and create a range of programs, systems and content that accomplish given goals</b></p> <ul style="list-style-type: none"> <li>Use the tools in different presentation software (PowerPoint, Keynote, Google Slides) to design an</li> </ul>

<p>online bullies. Understand the consequences of sharing photo/videos online.</p> <ul style="list-style-type: none"> <li>Understand the term digital footprint.</li> <li>How can we check online content is trustworthy. How and where and who can we report concerns we have to.</li> <li>Understand the pitfalls of in-app purchases.</li> </ul> <p><b>Computer Networks and the Internet 2-3 lessons</b></p> <p><b>NC: 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.</b></p> <ul style="list-style-type: none"> <li>Understand Computer Networks, Internet and Cloud Computing and how they help us.</li> <li>What is email and how can we use it safely?</li> <li>Understand how and why we collaborate online (including blogging).</li> </ul>	<ul style="list-style-type: none"> <li>Understand that computers use physical inputs and outputs and give examples.</li> <li>Program physical inputs, outputs (e.g program LED lights) and random variables.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> </ul>	<ul style="list-style-type: none"> <li>Create effective instrument tracks.</li> <li>Edit tracks and effectively adjust volume and add effects.</li> </ul>	<ul style="list-style-type: none"> <li>Use formulae to find totals, averages and maximum/minimum numbers.</li> <li>Find data and create a spreadsheet to suit it.</li> <li>Search a database for specific information.</li> </ul>	<p><b>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</b></p> <ul style="list-style-type: none"> <li>Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer.</li> <li>Program distance sensing and movement.</li> <li>Program Inputs, outputs, loops, conditions, sensing and variables.</li> <li>Program list variables that chooses randomly</li> </ul>	<p>app about your school with:</p> <ul style="list-style-type: none"> <li>Slide size and background colour</li> <li>Text and Images (including transparent images) on different pages</li> <li>Icons</li> <li>Interactions using hyperlinks</li> </ul>
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**Year 6**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>E-Safety 1-2 lessons</b></p> <p><b>NC: Use technology safely and respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p> <ul style="list-style-type: none"> <li>Use suitable usernames and passwords for online accounts.</li> <li>Understand how and why companies/people track our online behaviour and how we can prevent it</li> </ul>	<p><b>Image Editing 3-4 lessons</b></p> <p><b>NC: Use and combine a variety of software on a range of digital devices and create a range of programs, systems and content that accomplish given goals</b></p> <ul style="list-style-type: none"> <li>Adjust the colours, brightness and contrast to improve a photo.</li> <li>Create a before and after slide in presentation software.</li> <li>Take and crop a screenshot.</li> <li>Add drawing and text layers.</li> </ul>	<p><b>Graphic Design 2 lessons</b></p> <p><b>NC: Design and create digital content to accomplish goals.</b></p> <ul style="list-style-type: none"> <li>Add, adjust and fill shapes.</li> <li>Group shapes to improve accuracy and speed.</li> <li>Add and customise gradient effects.</li> <li>Adjust transparency/opacity for a purpose.</li> <li>Use a colour picker correctly.</li> <li>Accurately rotate shapes.</li> </ul>	<p><b>Data Detectives 1-2 lessons</b></p> <p><b>NC: Select, use and combine a variety of software (including internet services). Collecting, analysing, evaluating and presenting data and information.</b></p> <ul style="list-style-type: none"> <li>Use comprehension skills to find clues that match the column headings of a spreadsheet.</li> <li>Use spreadsheet tools (filters and conditional formatting) to find the specific data to match the clues.</li> </ul>		<p><b>Programming in Scratch 7 lessons</b></p> <p><b>NC: Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</b></p> <p><b>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</b></p> <p><b>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</b></p>

<p><b>Web Design 5+ lessons</b></p> <p><b>NC: 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.</b></p> <ul style="list-style-type: none"> <li>• Create a static homepage.</li> <li>• Choose a suitable theme for your website.</li> <li>• Change the site identity to a suitable title, tagline and website icon.</li> <li>• Upload a suitable header and/or background image.</li> <li>• Adjust the website sidebar and add suitable widgets.</li> <li>• Add text and images to a page and edit them.</li> <li>• Add multiple pages and edit the navigation, including sub-menus.</li> <li>• Provide constructive feedback for your classmates' websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Import new images as layers and resize them to fit.</li> <li>• Add colour elements to a black and white image using layers and eraser tools.</li> </ul>				<ul style="list-style-type: none"> <li>• Program keyboard/touch screen inputs, selection (conditions), loops and random variables for unpredictability (operators).</li> <li>• Program inputs, selection, sensing, random variables, operators for direction and data variables for scoring.</li> <li>• Use inputs, selection, loops, sensing, costume changes and broadcasts.</li> <li>• Work with multiple sprites to send broadcast messages between them.</li> </ul>
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