

# COMPUTING KNOWLEDGE ORGANISERS

SUMMER 1



# Hanslope Primary School

## Computing Knowledge Organiser

### Year 1: Creating Media

#### How does this link to my previous learning?

##### Personal, Social and Emotional Development

- Show resilience and perseverance in the face of a challenge.

##### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

#### What key vocabulary will I learn:

**Word processor** - A machine that processes something.

**Font** – A specific style of text that's printed on a page or displayed on a computer screen.

**Keyboard** - A panel of keys that operate a computer or typewriter.

**Text cursor** - The screen pointer that appears when text can be highlighted or edited.

**Enter** - a key on a computer keyboard which is used to perform various functions, such as executing a command or selecting options on a menu.

**Spacebar** – A long key on a typewriter or computer keyboard for making a space between words.

**Toolbar** - (in a program with a graphical user interface) a strip of icons that can be clicked to perform certain functions.

#### National Curriculum Links:

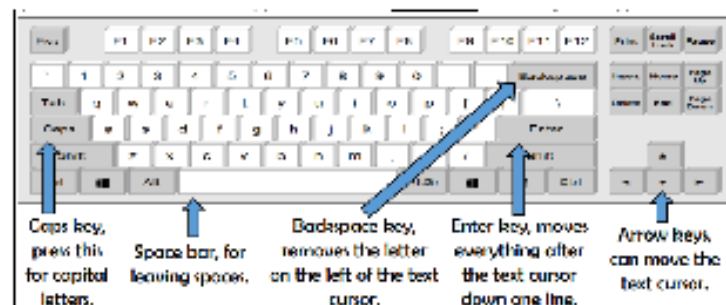
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.

#### How does this link to my future learning?

- 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.

#### What will I know by the end of this unit:

- To use a computer to write.
- To add and remove text on a computer.
- To identify that the look of text can be changed on a computer.
- To make careful choices when changing text.
- To explain why I used the tools that I chose.
- To compare writing on a computer with writing on paper.





# Hanslope Primary School

## Computing Knowledge Organiser

### Year 2: Creating Media

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### How does this link to my future learning?

- 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.

#### What key vocabulary will I learn:

**Emotions** - A strong feeling deriving from one's circumstances, mood, or relationships with others.

**Pulse** - use technology purposefully to create, organise, store, manipulate, and retrieve digital content.

**Rhythm** - the pattern of sounds and silences that occur over a piece of music.

**Pitch** - how high or low a piece of music is played.

**Tempo** - The speed or pace given to a piece of music.

**Instrument** - Any device for producing a musical sound.

**Sound** - vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.

**Note** - The term "note" in music describes the pitch and the duration of a musical sound.

#### What will I know by the end of this unit:

- To say how music can make us feel.
- To identify that there are patterns in music.
- To describe how music can be used in different ways.
- To show how music is made from a series of notes.
- To create music for a purpose.
- To review and refine our computer work.





# Hanslope Primary School

## Computing Knowledge Organiser

### Year 3: Creating Media

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### How does this link to my future learning?

- 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.

#### What key vocabulary will I learn:

**Publishing** - The activity of making information, literature, music, software etc.

**Images** - A visual representation of something.

**Font** - The specific style of text that's printed on a page or displayed on a computer screen.

**Templates** - A shaped piece of rigid material used as a pattern for processes such as cutting out, shaping, or drilling.

**Orientation** - The action of orienting someone or something relative to the points of a compass or other specified positions.

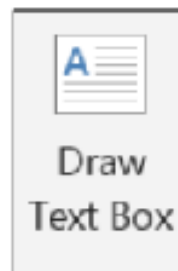
**Software** - The programs and other operating information used by a computer.

**Purpose** - The reason for which something is done or created or for which something exists.

**Audience** - The assembled spectators or listeners at a public event such as a play, film, concert, or meeting.

#### What will I know by the end of this unit:

- To recognise how text and images convey information.
- To recognise that text and layout can be edited.
- To choose appropriate page settings.
- To add content to a desktop publishing publication.
- To consider how different layouts can suit different purposes.
- To consider the benefits of desktop publishing.





# Hanslope Primary School

## Computing Knowledge Organiser

### Year 4: Creating Media

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### How does this link to my future learning?

- 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.

#### What key vocabulary will I learn:

**Photography** - the art or practice of taking and processing photographs.

**Editing** - prepare (written material) for publication by correcting, condensing, or otherwise modifying it.

**Software** - the programs and other operating information used by a computer.

**Crop** - to remove or adjust the outside edges of an image (typically a photo) to improve framing or composition, draw a viewer's eye to the subject, or change the size or aspect ratio.

**Rotate/flip** - With an image or image editor, rotate is a feature that lets you turn an image in a clockwise or counterclockwise direction.

**Copy** - refers to the process of duplicating a file or a piece of information and saving it in a different location.

**Brightness** - the perceived intensity of light coming from a screen.

**Contrast** - The ratio of the brightest white to the darkest black on a TV or computer monitor.

**Enlarge** - To make larger in size.

#### What will I know by the end of this unit:

- To explain that digital images can be changed.
- To change the composition of an image.
- To describe how images can be changed for different uses.
- To make good choices when selecting different tools.
- To recognise that not all images are real.
- To evaluate how changes can improve an image.





# Hanslope Primary School

## Computing Knowledge Organiser

### Year 5: Creating Media

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### How does this link to my future learning?

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.

#### What key vocabulary will I learn:

**Vector** - a variable-sized sequence of values (not necessarily numbers)

**Object** - In computer science, an object can be a variable, a data structure, a function, or a method.

**Handles** - A reference to an object or structure that can be stored in a variable.

**Rotate** - Moving or shifting elements in a sequence to new positions.

**Enlarge/reduce** - To make larger/smaller in size.

**Layering** - layering is stacking various images, graphics, or text on top of one another.

**Gradient** - a vector that represents the rate of change of a function at a particular point.

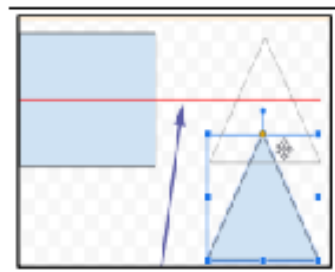
**Zoom** - to adjust the lens of a camera/lens so that the image seems to be bigger and closer.

**Alignment** - how text flows in relation to the rest of the page.

**Grouping** - Refers to a grouping of users.

#### What will I know by the end of this unit:

- To identify that drawing tools can be used to produce different outcomes.
- To create a vector drawing by combining shapes.
- To use tools to achieve a desired effect.
- To recognise that vector drawings consist of layers.
- To group objects to make them easier to work with
- To evaluate my vector drawing





# Hanslope Primary School

## Computing Knowledge Organiser

### Year 6: Creating Media

#### How does this link to my previous learning?

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.

#### What key vocabulary will I learn:

**Modelling** - The process of using a computer to make a model of a plan or design.

**Three-dimensional** - 3D means three-dimensional or having 3 dimensions. For example, a box is a 3D shape, whereas a square is a 2D shape.

**Workspace** - A grouping of source code files that make up a larger unit, like a web page, website, or program.

**Faces** - Any of the individual flat surfaces of a solid object

**Vertices** - A vertex is where two lines or edges meet. Also refers to the corners of 3D shapes.

**Handles** - A reference to an object or structure that can be stored in a variable.

**Duplicate** - Exactly like something else, especially through having been copied.

**Holes** - Sometimes we need to create objects that are not solid – they have space inside/ within them.

#### National Curriculum Links:

- 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.

#### How does this link to my future learning?

- Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting, and analysing data

#### What will I know by the end of this unit:

- To use a computer to create and manipulate three-dimensional (3D) digital objects.
- To compare working digitally with 2D and 3D graphics.
- To construct a digital 3D model of a physical object.
- To identify that physical objects can be broken down into a collection of 3D shapes.
- To design a digital model by combining 3D objects.
- To develop and improve a digital 3D model.

