LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE

COMPUTING — EYFS : Understanding the world: Technology/Computing

EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
Taken from Yvonne Methley and Somerset Progression Doc *E-Safety* To be aware that the internet can be used to play and learn when supervised or supported by a trusted adult. To begin to understand the difference between real and online experiences. To identify when/if they find or come across something inappropriate online. To know that pictures and messages can be shared safely by adults using the school's VLE's.  *Programming, Multimedia, Digital Literacy, Data Handling* Recognise that a range of technology is used in different places. To select and use technology safely and respectfully for particular purposes. To use computational thinking to find solutions.	• Provide opportunities to talk about passwords and when to keep them to themselves. • Talk about good and bad choices in real life and when using technology, including taking turns and being kind. • Talk about the need to make sure an adult is around and supervising when they're on the internet. • Provide opportunities for children to share the work they have made either online or in real life. EG: school website. • Use resources such as 'Smartie the Penguin' by Child.Net to teach children how to be safe online and LGfL-DigiSafe • Talk about where technology is used in the school and the world around. • Encourage children to speculate on the reasons why things happen or how things work. • Support children to coordinate actions to use technology, for example, call a telephone number. • Teach and encourage children to click on different icons to cause things to happen in a computer program. • Model and encourage children to access real and imaginary technologies including the internet and online tools. • Teach children the different elements of computational thinking. (tinkering, making, collaboration, persevering, logic, pattern, abstraction, algorithms and decomposition) • Use the related subject specific vocabulary • Provide opportunities for children to use cameras and sound recorders to collect photos or sound bites. • Plan learning walks to identify different technologies. • Model the use of resources on the internet and local devices to look at and at work. • Provide image lines for children to choose appropriate activities. • Encourage children to use age related software to collect and sort information and data. • Encourage children to take photos of their learning. • Work with groups to create and talk about different programs and how they work.	• Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. • Provide a range of programmable toys, as well as equipment involving ICT, such as computers. •Provide floor robots, remote control toys and exploratory software for children to use. •Provide a range of different up to date, and past technology throughout the classroom for role play and exploration. •Provide opportunities for children to explore programs independently and build in skills in operating technology.	• Children have access to class PCs and tablets • Provide opportunities for children to use the computers to write stories, make pictures and create videos. • Use computers and other VLE's to share, enjoy and celebrate each other's work. • Use Digimaps and Google Maps to study the local area and how it has changed. • Children join in with the whole school 'Hour of Code' challenge. • Take part in STEM workshops. • Have visitors from places where technology is used. EG: a parent that works at a factory comes in to discuss what sort of technology they use to make flour. • Children use J2E- age related software.

THERE IS NO ELG ASSOCIATED WITH TECHNOLOGY FROM SEPTEMBER 2021 HOWEVER TECHNOLOGY STILL NEEDS TO BE TAUGHT.
(Old ELG from Dev Matters 2014)

Early Learning Goal (from previous EY curriculum)
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

COMPUTING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPTS FOR COMPUTING	Computational Thinking					
	Coding					
	Handling Information					
	Connecting with the Wider World					
	Communicating Ideas					
THRESHOLD CONCEPT: CODING	**Computer Science** (Semantic Knowledge)	To understand what algorithms are To understand that digital devices work using algorithms To understand that programs and devices (virtual or real) execute by following clear and accurate commands (algorithm) Recognise common uses of technology beyond school	To understand that real and virtual devices can be controlled by sequences of commands (algorithm) To understand the devices, carry out instructions contained in a program (programs execute)	Understand how a program may be broken down into smaller parts and that these are all part of the code Understand a program can be changed through the use of variables e.g. changing the number of steps or size of angle Understand that a keyboard is an input device. Understand that movement of the character on screen is the output. Use pre-defined conditional statements in programs (when x happens do y).	To understand and explore different game genres EG: adventure game, educational, levelled games, chasing games To understand what makes a good game To understand that games are made of specific code Refine a game to make it more appealing to a specific audience	To become familiar with inputs as well as outputs from a program and understand the use of sensors To understand the sequence of input>process>output in computer systems Understand how to use selection in programming e.g. 'If press A key say 'Correct' else say 'Incorrect' Understand and use variables	To look at more complex conditions and variables To consider effective use of selection statements (if, then, else) to create a more complex program To understand what happens when changes are made to code To understand that the internet can provide multiple services
	Computer science (skills/ procedural knowledge)	Be able to control devices through a series of commands (algorithm)	To write, test and debug simple programs. To use logical reasoning to predict outcomes of series of commands To plan a set of commands to control devices for a specific outcome Be able to control devices through a series of commands (algorithm)	To create, refine and debug a series of commands (algorithm) for virtual programmable devices To apply and test sequencing skills in a variety of contexts. Use repetition in programs to write code using the least number of lines and improving efficiency.	To create a series of commands that can be combined or condensed to create more complex or efficient routines called procedures Transfer existing coding skills to a new program	To create and refine series of commands (algorithm) and procedures to control or simulate physical systems combining inputs outputs and sensing devices Solve problems by decomposing them into smaller parts	To design, write and debug a game for a given audience

Computer science SUBJECT SPECIFIC VOCABULARY	*Algorithm* *Device* *Program* *Internet*	*Algorithm* *Device* *Program* *Internet* *Sequence* *Debug* *Command*	*Algorithm* *Device* *Program* *Internet* *Sequence* *Debug* *Command* *Repetition* *Code* *Input* *Output*	*Algorithm* *Device* *Program* *Internet* *Sequence* *Debug* *Command* *Repetition* *Code* *Input* *Output* *Process* *Procedures*	*Algorithm* *Device* *Program* *Internet* *Sequence* *Debug* *Command* *Repetition* *Code* *Input* *Output* *Process* *Procedures* *Selection* *Decompose*	*Algorithm* *Device* *Program* *Internet* *Sequence* *Debug* *Command* *Repetition* *Code* *Input* *Output* *Process* *Procedures* *Selection* *Decompose*

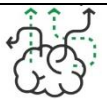
  THRESHOLD CONCEPT: HANDLING INFORMATION	**DIGITAL LITERACY** (Semantic Knowledge)	To understand that information comes from different sources e.g. books, web sites, TV etc. To understand that ICT can give access quickly to a wide variety of resources.	To talk about the different forms of information (text, images, sound and video) and understand that some are more useful than others. To understand that the internet contains a large amount of information and recognise the need and use child friendly search sites to begin to find information.	To navigate a web page to locate specific information. To understand there might be a variation in results when different combinations of words are entered into a search engine Know how to identify how different web pages are organised e.g. graphics, links and text. To know that ICT enables access to a wider range of information and tools to help find specific information quickly Begin to understand the parts of a computer network internal to the school	To understand that many search engines have specific searches for specific media.	To understand and interpret information.	To understand plagiarism and the importance of acknowledging sources
	DIGITAL LITERACY (skills/ procedural knowledge)	To be able to explore a variety of electronic information as part of a given topic. To follow links to find information required.	To begin to develop key questions and find information to answer them. Select relevant information to answer specific questions by navigating to different pages in a website. To recognise the layout of a web page, recognise web addresses, menu buttons and links.	Children use search technologies effectively to find specific information by turning questions in to keywords To find and choose appropriate information and record it in digital or analogue format.	To carry out relevant searches developing keywords from a question. To be able to skim read and sift information to check its relevance and modify their search strategies if necessary To evaluate different search engines and explain their choices for using these for different purposes. To be able to use appropriate information to produce a report for a particular audience	To recognise that information must be read carefully before it can be understood and interpreted for others. Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data. To locate, save and import pictures, text, video and sound into another document appropriate to the task Recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate. To be able to describe how they found information and the choices they made in its presentation.	Check plausibility of information from a variety of chosen sources on the same topic. To make independent and appropriate choices about methods used to locate information. To make independent and appropriate choices about the use of the information found. Make informed judgments as to the validity of a website.

Digital Literacy SUBJECT SPECIFIC VOCABULARY	*Website*	*Website* *Menu* *Web addresses*	*Website* *Menu* *Web addresses* *Digital* *Analogue* *Keyword*	*Website* *Menu* *Web addresses* *Digital* *Analogue* *Keyword* *Modify* *Sift*	*Website* *Menu* *Web addresses* *Digital* *Analogue* *Keyword* *Modify* *Sift* *Validity*	*Website* *Menu* *Web addresses* *Digital* *Analogue* *Keyword* *Modify* *Sift* *Validity* *Plagiarism*

THRESHOLD CONCEPT: HANDLING INFORMATION  	**DATA HANDLING** (Semantic Knowledge)	To understand and recognise that the information presented on screen represents the data collected in class **(either verbally, tally chart etc).**	To understand that information can be represented as a simple graph or pictograms. **(graphing)** To understand that if data has not been entered accurately it cannot be used to provide the answers to questions.**(graphing)** To understand that 'yes/no' questions can be used to divide a set of objects into sub-sets and that a sequence of 'yes/no' questions can identify an object. **(Branch database)**	To understand that collecting and organising information using ICT makes it easier to find answers to questions. **(graphing)** To understand that ICT can be used to create different graphs that show data for different purposes across the curriculum. **(graphing)** To understand that questions are key to organising data efficiently in a branching database to solve problems. **(Branch database)** To understand the difference and similarities between branching to 'standard' databases. **(Branch database)**	To understand what a database is, how data is structured and that information can be held as numbers, choices or text. **(database)** To understand that questions can be turned into search criteria and that database tools can be used to find answers **(database)** To know that if data has not been entered it cannot be used to provide the answers to questions. To compare computer and paper database systems and talk about their strengths and weaknesses. **(database)**	To understand that different programs present and examine data in different ways and that they each have suitable uses. To understand there are different ways of finding errors in data; graphs, sorting, searching and the need to be consistent with data entry. To create a simple database to store and search relevant information. **(database)** Discuss how ICT enables you to search and sift through large amounts of different types of information and describe the advantages of using the tools and the need for accuracy.	To understand how ICT can be used to solve problems involving large amounts of data. To know when and how to organise and analyse data accurately in an appropriate piece of software. To understand which searches and graphs are relevant to a specific problem. To understand the need for accuracy, question reliability of data sources.
	DATA HANDLING (skills/ procedural knowledge)	To discuss and explore the use ICT to simply sort, organise and classify objects based on their properties. To discuss and explore the use of pictograms and to interpret the data it represents.	To discuss and explore how to use ICT to organise, present and understand data as a simple graph. **(graphing)** To recognise that ICT allows quick changes to the display of data. **(graphing)** To be able to use a branching database and to know that it can be used to find out the answers to questions. **(Branch database)**	To begin to use ICT to create different graphs that show data for different purposes across the curriculum. **(graphing)**	To use ICT to create different graph types appropriately for different purposes. **(graphing)** To use ICT to collate data in a table and convert it to a graph **(graphing)** To make and test predictions using data they have obtained.	To be able to create different types of graphs and charts that are appropriate to the data they are using and use them to interpret and answer a specific question. To interrogate a database using suitable questions.	To identify and collect appropriate data to answer their questions (e.g. what are the differences in heart rates resting, during and after exercise). To use tools such as searches, filters, sorting and graphing to refine the information. s To create a more complex database to store and search for relevant information.
DATA HANDLING SUBJECT SPECIFIC VOCABULARY		Classify Sort Organise Pictogram Data	Classify Sort Organise Pictogram Data Graph Branching database	Classify Sort Organise Pictogram Data Graph Branching database Standard database	Classify Sort Organise Pictogram Data Graph Branching database Standard database Choices	Classify Sort Organise Pictogram Data Graph Branching database Standard database Choices Interrogate Interpret	Classify Sort Organise Pictogram Data Graph Branching database Standard database Choices Interrogate Interpret Analyse Sorters Filters

 THRESHOLD CONCEPT: CONNECTING WITH THE WIDER WORLD	**E-SAFETY** (Semantic Knowledge)	To understand the schools e-safety policy: appropriate to their age To begin to understand they have to abide by the rules on Internet Safety To understand passwords are used to log in and why these should be kept private To understand they have to log in to the VLE to see a home page and other Resources Children know what to do if they find something inappropriate online To start to understand that messages can be sent electronically over distances and these should be polite and friendly.	To understand the schools e-safety policy: appropriate to their age To understand passwords are used to log in to the VLE and why these should be kept private To have an awareness of copyright of images age appropriate and relevant to their use Children know that not everything on the internet is true To share ideas with others using, email, discussion forums, Blogs in a polite and friendly manner. To understand that their contributions on the Blog/VLE can be viewed by a wider audience through the internet and should therefore be audience appropriate	To understand the schools e-safety policy: appropriate to their age To understand passwords are used to log in to access some web content and why these should be kept private To have an awareness of copyright of images age appropriate and relevant to their use To share ideas with others by responsibly publishing online using Blogs/VLE tools To understand that email /messages have to be sent to a specific email address/recipient and received emails should not be opened by unknown sources. To understand Blogs/forums can be for a wide- audiences and can be seen and responded to by a wider group of people and understand the need for responsible use Children know that not everything on the internet is true Children know what to do if they access something inappropriate	To understand the schools e-safety policy: appropriate to their age To understand passwords are used to log in to access some web content and why these should be kept private To have an awareness of copyright of images age appropriate and relevant to their use To know that not everything on the internet is true know what to do if they access something inappropriate.	To understand the schools e-safety policy: appropriate to their age To understand that passwords are used to log in to access some web content and why these should be kept private To understand that good online research involves processing the information (rather than copying) and interpreting it for others Children recognise issues of copyright and the importance of acknowledging sources Children recognise that not all information on the internet is accurate or unbiased (advertising) Children understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users Know what to do if they access something inappropriate	To understand the schools e-safety policy: appropriate to their age To understand that passwords are used to log in to access some web content and why these should be kept private To have an awareness of copyright of images age appropriate and relevant to their use To understand the responsibility of publishing on the Internet in terms of personal safety, appropriateness and relevance of content Children recognise that not all information on the internet is accurate or unbiased (advertising) To understand that the resources they find may be covered by copyright To understand that not all information on the internet is legal to use or copy, even if sources are acknowledged To understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school.

	**E-SAFETY** (skills/ procedural knowledge)	To identify when/if they find something inappropriate online	To use appropriate search engines	To use age appropriate search engines/trusted websites provided by the teacher To use technology responsibly and understand that communication online may be seen by others	To be able to present information and share it with others through, Blogs, forums and creating their own pages on the VLE's secure environment To use the internet as a resource to support their work, and begin to understand plagiarism/copyright To keep some information private in order to protect them when communicating online. Children begin to recognise how electronic communications may be used for manipulation or persuasion.	To share and exchange their ideas using e-mail and electronic communications respectfully To be able to present information and share it with others through, Blogs, forums and creating their own pages on the VLE's secure environment	Children select appropriate tools to collaborate and communicate politely, confidently and safely with others within and beyond their school. Children exchange and share ideas with a wider audience respectfully, and to evaluate their use of technology including the use of email, social networking, online gaming, and mobile phones and how they present themselves online Children recognise their own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users. Know what to do if they access something inappropriate
E-SAFETY SUBJECT SPECIFIC VOCABULARY		Online Internet Message Polite Friendly E-Safety	Online Internet Message Polite Friendly E-Safety Search engine Password VLE Blog Email Forum Communication copyright Inappropriate/appropriate	Online Internet Message Polite Friendly E-Safety Search engine Password VLE Blog Email Forum Communication Copyright Inappropriate/appropriate Private Responsible	Online Internet Message Polite Friendly E-Safety Search engine Password VLE Blog Email Forum Communication Copyright Inappropriate/appropriate Private Responsible manipulation persuasion plagiarism	Online Internet Message Polite Friendly E-Safety Search engine Password VLE Blog Email Forum Communication Copyright Inappropriate/appropriate Private Responsible manipulation persuasion plagiarism respect secure environment share network exchange unbiased acknowledge source	Online Internet Message Polite Friendly E-Safety Search engine Password VLE Blog Email Forum Communication Copyright Inappropriate/appropriate Private Responsible manipulation persuasion plagiarism respect secure environment share network exchange unbiased acknowledge source social networking online gaming collaborate





THRESHOLD CONCEPT: COMMUNICATING IDEAS

	MULTI-MEDIA (Semantic Knowledge)	To understand that Multimedia includes sound, text and graphics **(ICT tools)** To understand that ICT can be used to communicate ideas To understand that text comes in different colours, sizes and styles **(ICT tools)**	To know how to express their ideas using a range of ICT tools To talk about their use of ICT and their choices	To understand that information comes in a variety of forms and they can use these to communicate an idea (including text, movie, sound and graphic) To understand that evaluation and improvement is a vital part of a design process and ICT allows changes to be made quickly and efficiently	To discuss features of good page design and multimedia presentations To understand the different contributions sounds, words and images can make in a presentation	To understand the potential of multimedia to inform or persuade-influence/influencer	To understand the potential of multimedia through comparing a variety of applications/online tools To understand the importance of evaluation and adaptation of individual features to enhance the overall presentation
	MULTI-MEDIA (skills/ procedural knowledge)	To be able to use text, images and sound to communicate ideas **(ICT tools)**	To save and retrieve work independently To share ideas in different forms including text, images and sound **(ICT tools)** To recognise that changes can be made at a later stage to improve the look and to improve their ideas To use the skills and techniques learnt to organise, re-organise and communicate ideas for a specific purpose in different contexts	To be able to combine text, sound and graphics to communicate information for given audience To recognise the key features of different layouts and how these can be used to meet the needs of the audience To use editing facilities to create and edit work quickly	To collect, create and insert appropriate (fit for purpose) graphics and sound files to enhance the presentation	To work as a group to plan, create and deliver a multimedia presentation to an audience To show an awareness of the intended audience and task when making decisions on how to present their multimedia content-Influencers To use a variety of creative media software and web 2.0 (social web) resources to present multimedia content To design, create and evaluate their own and others presentations and multimedia content To develop criteria for evaluating theirs and others work	To integrate words, images and sounds imaginatively into a presentation for different audiences and purposes To make appropriate selections from a variety of ICT applications to present text images and sounds effectively and communicate specific information and ideas for a specific audience To organise their information appropriately and identify appropriate choices and links
MULTI-MEDIA SUBJECT SPECIFIC VOCABULARY		*Text* *Images* *Sound*	*Text* *Images* *Sound* *Save* *Retrieve* *Organise* *Re-organise*	*Text* *Images* *Sound* *Save* *Retrieve* *Organise* *Re-organise* *Edit* *Layout* *Graphics* *Movie* *Combine*	*Text* *Images* *Sound* *Save* *Retrieve* *Organise* *Re-organise* *Edit* *Layout* *Graphics* *Movie* *Combine* *Collect* *Create* *Enhance* *Page design* *Multi-media* *Presentation*	*Text* *Images* *Sound* *Save* *Retrieve* *Organise* *Re-organise* *Edit* *Layout* *Graphics* *Movie* *Combine* *Collect* *Create* *Enhance* *Page design* *Multi-media* *Presentation* *Evaluate* *Content* *Web 2.0* *(social web)* *Influence* */influencer* *Selection*	*Text* *Images* *Sound* *Save* *Retrieve* *Organise* *Re-organise* *Edit* *Layout* *Graphics* *Movie* *Combine* *Collect* *Create* *Enhance* *Page design* *Multi-media* *Presentation* *Evaluate* *Content* *Web 2.0* *(social web)* *Influence* */influencer* *Integrate* *Choices*

  THRESHOLD CONCEPT: COMMUNICATING IDEAS	**MUSIC AND SOUND** (Semantic Knowledge)	To know they can explore music and sounds using keyboards and onscreen music software To know they can record sound using ICT that can be stored and played back To understand that they can use software to change the musical phrases they create	To understand they can compose music using icons to represent musical phrases To understand that they can locate, listen, play sounds and add them to their presentations To begin to understand that adding music and or a sound can affect mood and atmosphere of their work	To understand they can use ICT to compose music or record sounds. To understand ICT allows easy creation manipulation and change. To understand how podcasts and audio files are used in every-day life To be aware of the copyright issues when using third party sound / music files.	To understand that evaluation and improvement is a vital part of a creative process and that ICT allows you to make changes quickly and efficiently. To know that sound files can be uploaded on the internet and shared with a wider audience. To understand sounds can be copyrighted and abide by copyright rules when using them	To show an awareness of the intended audience and task when making decisions present their multimedia content Understand the potential of multimedia to inform or persuade	To understand the potential of multimedia through comparing and contrasting a variety of applications/online tools To understand the importance of evaluation and adaptation of individual features to enhance the overall presentation
	MUSIC AND SOUND (skills/ procedural knowledge)	To locate, listen to, play and begin to record sounds.	To know how to record sound using ICT that can be stored and played back	To choose, listen and play appropriate sound files to fit a given context. To select appropriate sounds to embed in a page to support an idea or concept.	To use ICT to compose music or sounds including creating melodies. To locate, listen to, import and use appropriate sound files in multimedia software	Work as a group to plan, create and deliver a multimedia presentation to an audience Use a variety of creative media software and web 2.0 resources to present multimedia content To design, create and evaluate their own and others presentations and multimedia content To develop criteria for evaluating theirs and others work	To integrate words, images and sounds imaginatively into a presentation for different audiences and purposes To organise their information appropriately and identify appropriate choices and links To make appropriate selections from a variety of ICT applications to present text images and sounds effectively and communicate specific information and ideas for a specific audience
MUSIC AND SOUND SUBJECT SPECIFIC VOCABULARY		*Locate* *Listen* *Record* *Play*	*Locate* *Listen* *Record* *Play* *Stored* *Playback*	*Locate* *Listen* *Record* *Play* *Stored* *Playback* *File* *Podcast* *Copyright* *Compose*	*Locate* *Listen* *Record* *Play* *Stored* *Playback* *File* *Podcast* *Copyright* *Compose* *Import* *Multi-media* *Copyright* *Melody*	*Locate* *Listen* *Record* *Play* *Stored* *Playback* *File* *Podcast* *Copyright* *Compose* *Import* *Multi-media* *Copyright* *Melody* *Web 2.0* *Content*	*Locate* *Listen* *Record* *Play* *Stored* *Playback* *File* *Podcast* *Copyright* *Compose* *Import* *Multi-media* *Copyright* *Melody* *Web 2.0* *Content* *Applications* *Integrate*

  THRESHOLD CONCEPT: COMMUNICATING IDEAS	**VISUAL MEDIA** (Semantic Knowledge)	To understand there are a variety of tools in a graphics package and they each have a different purpose To understand that digital still or video cameras can capture an image to share, store and retrieve To understand the need to frame an image or scene and keep the recording device still. To begin to understand that some packages will enable images to be animated.	To understand there are a variety of tools and techniques which can be used to create different styles and effects for different purposes To understand that digital still or video cameras, webcams, mobile phones or visualisers can capture an image to store and these images can be shared. To understand that animation is a sequence of still images.	To understand a digital image can be captured from a number of different devices and it can be stored, developed and enhanced. To understand that animation is created from a series of still images. To understand that peer and self-evaluation and improvement is a vital part of a design process and that ICT allows you to make changes quickly and efficiently To be aware of the copyright issues when using images from other sources.	To begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea. To understand that evaluation and improvement is a vital part of a design processes and ICT allows them to make changes quickly and efficiently.	To begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea. To understand that evaluation and improvement is a vital part of a design processes and ICT allows them to make changes quickly and efficiently.	To apply knowledge and understanding of graphics packages and visual media to present work across the curriculum suitable to task and audience.
	VISUAL MEDIA (skills/ procedural knowledge)	To enable children to explore a variety of tools in a graphics package to communicate an idea.	To open images they have created in other software. To begin to use their graphics in different software packages to communicate an idea.	To use the graphics they have created or modified for use in different software	To use suitable software packages to create, develop, amend and present their ideas for a specific audience.	To use suitable software packages to create, develop, amend and present their ideas for a specific audience.	To create a 3D representation. To use visual media from different sources (stills, video, graphics, animation) to enhance a presentation or communicate an idea. Routinely evaluate and improve as part of a design process.
VISUAL MEDIA SUBJECT SPECIFIC VOCABULARY		*Tools* *Graphics*	*Tools* *Graphics* *Images* *Animation* *Web cam* *Visualiser*	*Tools* *Graphics* *Images* *Animation* *Web cam* *Visualiser* *Copyright*	*Tools* *Graphics* *Images* *Animation* *Web cam* *Visualiser* *Copyright* *Software* *Develop* *Amend*	*Tools* *Graphics* *Images* *Animation* *Web cam* *Visualiser* *Copyright* *Software* *Develop* *Amend* *Enhance*	*Tools* *Graphics* *Images* *Animation* *Web cam* *Visualiser* *Copyright* *Software* *Develop* *Amend* *Enhance* *3D presentation*