



## Computing 'Children Build Skills' Overview: Multimedia

<b>Y1</b>	<ul style="list-style-type: none"> <li>• Use keyboard spacebar, backspace, shift, enter, to provide text on screen that is clear and error free</li> <li>• Select or create appropriate images to illustrate cross-curricular work</li> <li>• Begin to select or record a sound to add to their work</li> <li>• Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences</li> <li>• Use pre-defined layouts or templates for presentations or published work (labels, books, stories etc.)</li> <li>• Begin to explain why their choices have been made</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Develop basic editing skills including different presentational features (font size, colour and style)</li> <li>• Select from different presentational features e.g. title, paragraph, label etc.</li> <li>• Use appropriate editing tools to improve and correct their work</li> <li>• Make use of graphics, graphic animations, and sound to enhance their work</li> <li>• Talk about their use of graphics and sound and how it may enhance or change the mood and atmosphere of their presentation and make changes where appropriate</li> <li>• Choose different layouts and templates for different purposes</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Recognise the difference and the advantages and disadvantages between electronic media and printed media</li> <li>• Combine text and graphics in different layouts, font formats, graphics and images for different purposes or audiences</li> <li>• Select suitable information from different sources and prepare it for processing in a multimedia presentation</li> <li>• Use appropriate editing tools to ensure their work is clear and error free using tools such as a spell checker and thesaurus</li> <li>• Begin to use hyperlinks to other resources and understand that outside sources must be checked by the teacher</li> <li>• <b>Know the risks attached to seeking resources on the Internet in school</b></li> <li>• Discuss how they have developed design and layout features for a specific audience</li> <li>• Through peer assessment and self-evaluation, suggest suitable improvements</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Evaluate a range of electronic multimedia, appropriate to the task and audience.</li> <li>• Recognise key features of layout and design and discuss what makes a good design</li> <li>• Consider design and style features in their layout and select appropriate fonts, colour and features to suit the context</li> <li>• Select and import sounds, video clips and graphics to include in their presentations</li> <li>• <b>Know the risks attached to seeking resources on the Internet</b></li> <li>• Be aware of copyright and plagiarism when creating presentations</li> <li>• Use hyperlinks to link to web pages or other pages whilst being aware of online safety requirements</li> <li>• Through peer assessment and self-evaluation amend and improve work by considering style, purposes and audience and make necessary changes</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Develop and use criteria to evaluate the design and layout when creating a range of multi-layered multimedia resources</li> <li>• Understand how pages are linked together and recognise the need for clarity in the structure. Produce a diagram to show the links between pages</li> <li>• Create a range of hyperlinks to produce a non-linear presentation</li> <li>• Select and import sounds from their own recordings; create their own effects and music and also import from other sources</li> <li>• <b>Know the risks involved when accessing resources from the Internet in school and at home</b></li> <li>• Format and edit work to improve consistency, clarity, and mood, use a range of tools e.g. cut and paste, justify, insert, and replace and format text to indicate relative importance of certain aspects of their presentations</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Introduce choice when creating non-linear presentations so that the viewer can choose where to go within the presentation</li> <li>• Create a page of sounds which are activated by appropriately named and positioned action buttons</li> <li>• Choose and use a range of software appropriate to the task to communicate their ideas effectively</li> <li>• Choose and evaluate appropriate techniques to create an effective and well-polished piece of work considering purpose and intended audience</li> </ul>