Year 6 Knowledge Organiser
Computing – Word Processing

Herne Junior School

What I should already know.

- Use different font sizes, colour and effects to communicate meaning for a given audience.
- Use different keyboard shortcuts to make them more efficient.
- Use Cut, copy and paste to refine and reorder content.
- Recognise key features of layout and use design features such as text boxes, columns, borders, bullets and numbering
- Use layout, format, graphics and illustrations for different purposes or audiences.
- Insert and edit simple tables.
- Use page setup to select different page sizes and orientations.
- Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace).
- Select and import graphics and prepare for use (cropping, resizing, editing).
- Create a range of hyperlinks and produce a non-linear, interactive presentation.
- Develop their use of hyperlinks to produce more effective interactive, non-linear presentations.
- Make effective use of transitions and animations in presentations. Consider the effect on the audience and the appropriateness of such devices.
- Make use of reviewing tools in word processors to collaborate in evaluating each other's work. Through peer and self-evaluation, children evaluate their design, and make improvements.

What will I know by the end of the unit?

- Develop their use of hyperlinks to produce more effective interactive, non-linear presentations.
- Make effective use of transitions and animations in presentations. Consider the effect on the audience and the appropriateness of such devices.
- Independently select and import images and video from digital cameras, graphics packages and other sources and prepare it for processing using ICT.
- Make use of reviewing tools in word processors to collaborate in evaluating each other's work.
- Through peer and self-evaluation, children evaluate their design, and make improvements.
- Select an appropriate search engine to find information related to a topic.
- Develop strategies for finding information (using different keywords, cross checking with other websites, referring to other sources such as books, people, etc).
- Consider the effectiveness of search results and refine where necessary.
- Discuss issues of copyright and downloading material e.g. mp3s, images, videos, etc.
- Develop skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability (by looking at web address, author, linked pages, etc.).
- Skim and select information checking for bias and different viewpoints.
- Check plausibility of information by using a variety of sources on the same topic.
- Appropriately reference sources used in their work.
- Copy, paste, save and use pictures, text and sound and be able to import into a document for a specific audience or task.

Key Vocabulary

Hyperlinks

Non-linear

Transition

Import

Justify

Tabs

Insert

Replace

Copyright

Authenticity

Bias

Key Knowledge

- Show an increasing awareness of the intended audience.
- Understand the potential of multimedia to inform or persuade and know how to integrate words, images and sounds imaginatively for different audiences and purposes.
- Understand the importance of evaluation and adaptation of individual features to enhance the overall presentation.
- Recognise the features of good design in different printed and electronic texts (eg poster, website, presentation, etc) Talk about design in context of their own work.
- Independently select the most appropriate ICT tools for their intended purpose and audience.
- Talk about validity and plausibility and appropriateness of information, especially on the internet. Recognise the impact of using incorrect information in their work.
- Use a range of sources to check validity understand and the possible impact of incorrect data.
- Understand the point of copyright and how it applies to material they find, and to their own work.
- Understand plagiarism and the importance of acknowledging sources.
- Talk about personal safety when using the internet, at home and in school, and know how to keep safe and what to do if they find inappropriate materials.
- Understand that computers in school (and possibly at home) filter internet content.

Online Safety

Protect and Secure

Is it real?

Be E-safe and enjoy!

Think before you share.

Software