

ICT/COMPUTING

Teachers: Ross Fincham

The ICT department offers stimulating and engaging curriculum. All KS3 pupils are taught skills in communicating information, developing ideas (coding), evaluating information and finding information.

Schemes of work:

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to Word Processing Word processing software on a computer and PAGES on iPad - How to locate WP software types - Creating a blank document - Adding text, images and shapes to a document - Formatting place and position on a document - Creation of document types based on an objective - Add a simple table and edit it - Know the basic tool tabs and the options available - Open, save and edit documents - Using a keyboard and mouse to navigate the software and organise data on screen - Practice using both onscreen keyboards as well as hardware	Introduction to CODING Computer Sciences *Sequencing *Instructions *Recording *LOGO *HOUR OF CODE *BBC MICROBIT - To identify that computers can be used to make things happen specifically - Explore the ways personal computer and video gaming use can be linked to ICT use - Explore modern and older computerised games and identify what they all have in common in terms of components - identify that games operate using commands we create known as codes - Explore the relationship between instructions and coding - To explore basic commands that can be created using different software programs and languages to make things happen - Pupils explore the use of the BBC Microbit hardware and software to create codes that contain 'strings' of code to create simple programs that can be physically used via hardware. - Explore ways that codes can be created and edited to fulfil an outcome specifically needed	Handling Data Introduction to SPREADSHEETS *RECORDING DATA WITH NUMBERS & WORDS - Identify spreadsheet software and recognise what a column, row and cell is - Explore navigating a spreadsheet using cell referencing using the FILL tool to record the location of a cell - Look at cell contents and identify numerical or text-based data - Explore how spreadsheets can be used to solve problems using mathematical operations - Explain what is meant by the term formula and how they are created and used to work out the answers to problems - Create the basic formulas for (=add, =subtract, =multiply and =divide) - To select cells using different inputs and selections - Use the various tab tools to edit contents of a spreadsheet including borders, fills and shape options	Introduction to presenting information PRESENTATION SOFTWARE (PPT & KEYNOTE) Key tools Basic uses Improving Creating own basic - Identify different ways that information can be presented to people and how each fulfils a different expectation - Explore using software to present information for a specific purpose - Locate and select Presentation software from a selection of software choices - Explore and use the key tab tools to add text, shapes and images to a slide. - Identify the ways shortcuts can be used across most Microsoft software programs - Explore a range of presentations and investigate the positive and negative elements, stating what could be changed - Locate and use the various FORMAT menu tools to edit the content of selecting information. - Add multimedia to a presentation by locating and importing it onto the software	HOW COMPUTERS WORK Computer history, Language of computing Main components - Understand the key components of a computer and what they do in terms of use - Explore the different types of hardware that can be found and used with a computer - Explore different types of software available on different platforms and how they can be used as well as for what purposes - Understanding the language of computers. What is Binary and how does this get used by a computer to control the different elements used by people - Investigate the historical evolution of computers and the changes that have occurred - Investigate the way that RAM and ROM are used to store and control data - Explore the different types of input and output devices that are linked to computers - Mobile technologies and the use of tablets and phones	Combining ICT Coding variables Using BBC Microbit and SCRATCH (MIT) to animate Different INTERFACES to create media - Recap the IDE for the BBC Microbit and how the control is split into different categories - Explore using PAUSE functions and timings to control how a created code operates - Locate 'bugs' within a code and ways of correcting errors by 'debugging' and logically thinking about what is happening and what should be happening - Explore using the random functions to create a code which results in an unknown outcome for a specific result - Investigate creating simple programs that result in a randomised outcome and then testing the program using hardware. - Explore creating movement using X and Y on a smaller set of quadrants and controlling them using an accelerometer built into a piece of hardware - Use coding principles from one language on another.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	GRAPHIC MANIPULATION Introduction to Adobe Photoshop - Explore types of digital image and 'traditional' image media - Location of Graphic media software and types - Opening and creating a new file to work on. - Basic tools to create images exploration and keyboard shortcuts - recreation of images using brush and palette tools - Saving and editing different file types - Using layers and transparency tools - Use of extraction tools to remove images and image components. - Importing media onto software types and arranging elements.	Introduction to GAME CREATION: SCRATCH Coding physical effects, making different simple games Follow guides to create and a game - Create a logon for Scratch (MIT based coding software) - Explore the content of created programs and user created content - Explore the IDE of the software and the format of block-based coding system - Use the 'create' area to design and edit sprites - Explore using the IF, ALSO systems of blocks to create strings of code to make things happen in relation to events or interactions - Link mathematical knowledge of movement in quadrants of X and Y to control movement more precisely - Design and animate sprites using the IDE as well as control coding to make objects move - Explore ways to input control of objects using IF – THEN codes - Use the knowledge of games to identify key components and implement them in creating a simple game with controls - Create codes that involve interactions between different objects	FEATURES OF WEBSITES CREATION Hyperlinking Fake web design on PowerPoint - Identify the features of websites and how they can be located - Look at different websites and the key components they have in common - To identify that websites are navigated using linking from menus - Explore planning methods to organise information using both handwritten and software tool methods - Use software tools to create key features of websites and experiment with layout and content for information - Look at ways of adding multimedia (sound and video) to a page and control how it looks - Explore formatting pages by designing using website templates - Control the way users interact with a webpage by creating and controlling hyperlinks throughout a document - Add hyperlinks to navigation and GUI tools - Design and create web page style document through the use of hyperlinks. - Selecting, copying, editing and pasting information	DATABASES Sorting data Branching databases Introduction to locating information by searching methods - Explore what is meant by the terms data and information - Explore different types of information that can be used. Create different lists of data - Identify the ways that data can be used to locate specific information - Introduce the concept of BOOLEAN searches and use this to organise data in different ways - Experiment with ways of creating branching data to organise it in a way that results in organisation - Select a variety of types of information and use Boolean branching to locate specific results - Use organisational skills and logical reasoning to organise information - identify ways that questioning can be used alongside databases to locate specific information - Begin to express data in more complex ways through the use of records and further organised using fields - Explore ways of presenting search results from databases to present key information	ANIMATION Exploring animation software types - iPads Sticknodes (iPad) PIVOT V5 Procreate Dreams - Identify different types of film genres and examples historically - Explore the components of video media specifically animation in relation to narrative and storytelling content - Investigate ways of planning key features of a story using different techniques - Locate animation software programs from a directory - Create a new animation and select content from the options - Investigate using Frames to add and sequence content so that motion is created - Experiment with the mechanics of movement to sequence motion and events of both action and reaction - Use tools to create and edit animation content to enhance both content and effects - Generate sequences and short clips which can be combined to create larger sequences - Look at the options for saving work and the most suitable file type. - Add sequences to other software and further edit by adding sound and video effects	GAME CREATION Explore coding physics effects Create physics-based game - PONG Alter the game and modernise - Explore the principles of how objects interact with each other in the real world - Use software to investigate how physics changes the results of different outcomes. - Create codes that simulate gravity on an object and investigate how variables can be changed to alter the way users interact with them - Experiment with Scratch coding blocks to create and alter physical phenomena which can be related to a used program - Use knowledge of basic mathematical principals such as angles and velocity to plan ideas for an interactive program - use the Variable IDE element on Scratch to create codes for a program - Identify the main features of a simple game that uses physics which can be replicated - Generate a functional game using the IDE for a game that includes score, timers and variables

					Look at different exporting methods of videos in order to save as well as further edit	
Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PRESENTING INFORMATION features of formatting tools planning and developing work Adapting for an audience Posters/leaflets - Exploration of planning techniques to organise idea and evaluate successes - Identify the ways different information is presented and the formatting techniques used, cross curricular links to Literacy - Identify key features of adverts and create them using different types of software and tools. - How to create and organise information using a variety of tab tools - Explore the different types of ways people can interact with software and hardware using GUIs - To explain the importance and creation of data security methods including password protection and strength techniques - To locate different types of online information and select it for uses - The available online search methods and ways to refine searches to locate specific data - Creation of folder and file system to save data and locate documents in a clear and organised structure	TYPES OF DESIGN USING SOFTWARE Create different documents and layouts by answering questions Using multiple software programs Exam style questions - Identify the ways image searches can be used and refined to find specific information - Explore the key features of copyright and patenting within ICT and explore content that gets 'pirated' the most - Look at the reason for the copyright and patenting act, whom does it protect and how does it help? - Investigate the difference between fact and opinion. Explore online texts, blogs etc and locate fact and opinion. Use identified knowledge to select information and edit it using different software - Compile information and create and format graphs on a spreadsheet about gathered data and explore using formatting tools to present it in a variety of ways - Gather and organise information using a range of sources including web searching - Explore creating presentations using editing tools and adding multimedia as well as controlling it on the slide show	DIGITAL GRAPHICS AND MULTIMEDIA Advanced Photoshop formatting, creating locating, downloading sound, image & videos - Explore the creation of different sized documents/canvases and how to create pre-set sizes. - Consolidate how to lasso an item in an image to create a new image. Using eraser tools to tidy an image or selected element - Extract a subject and alter it so that it is in another image. - Alter the filter and colour settings so that an image becomes a different style image - Create an image in a style used in advertising using appropriate canvas size and font settings. - create and adjust the font by either altering preloaded fonts or generating them online then editing - Explore using layers to create elements of an image and them adjusting the components to later merge the sections to create new images - Identify different file types and what the most appropriate types are used for a specific purpose - Experiment using enhancement tools to	SOLVING PROBLEMS USING SPREADSHEETS & DATABASES Formula types: SUM, IF, COUNT, GRAPHS Solving and presenting answers to questions - Recall and recap the key features of using a spreadsheet - What can be placed inside a cell and how the tools can be used to edit the style and location - Use the formulas to work out the answers to basic 4 operations problems - Locate cells containing information and their cell reference then solve a variety of problems - Explore how text-based formulas can be created and used to work out different results from data - Use of =sum - use of =max - use of =min - use of =average - use of =% - Use selections within cells to select specific data and interact with it in order to work out requested information - Select information and then convert it into a graph or chart - use the format tools to edit a graph or chart by altering the layout or style - Ensure that graphs and charts have appropriate labels and titles	CODING A GAME AND PROMOTING IT Follow guides to create game components: - Create a functional game with common features. Create adverts for product, poster and video - Recap the ways to login and locate content on Scratch (MIT) coding software - Identify the interactive components of a video game which has cross linked components - Create and edit sprites using the design IDE and extend them by creating different costumes in order to create more professional looking content - Investigate backgrounds and ways of gaining user focus to add to a program - Explore and create different strings of code to create movement, adding the most suitable by designing using the IDE - Creating a home/start screen for a game which has command driven interactions - Create variables to control random movement of sprites - Use knowledge of IF variables to identify ways to generate timers as well life counters that interact across sprites - Design and create menus that can be added to a game	KS 3 BASIC SKILLS REVIEW planning process GUIs Fact and opinion Computer misuse Software types/uses Presenting information - Identify and record data regarding things people are interested in, look at news stories and record main facts using software tools - Identify how an audience can affect the presentation and content of a document as well as the selected contents - Explore different editing techniques on software by using the Format tab across different Microsoft programs - Identifying the elements of a created piece of work and what can be changed in relation to the outcome - Select file types when saving documents - Locate a document within a folder structure and open, edit and resave it with a clear organisational structure - Use emails to send and respond to communications from others whilst being aware of the responsibility to stay safe and ensure the safety of others - Add attachments to an email as well as embed information within one as a means to convey information - Explore ways of solving problems using software

			adjust lighting effects on photographs and images		• use software to publish games and edit descriptions	
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Presenting information

Careers in ICT/computing:

1438_My Learning My Future_Computer_Science_Final.pdf (careersandenterprise.co.uk)

Teacher: Ross Fincham

The ICT department offers a stimulating and engaging curriculum which is tailored specifically to pupils who have social, emotional, behavioural and mental health needs. Every unit of study is specifically aimed at allowing children to develop skills that they can build on as they progress through their school journey and use later in life either in a further education setting or in employment. All KS3 pupils are taught skills in communicating information, developing ideas (coding), evaluating information and finding information as well as ways to be creative using a variety of software and hardware.

When pupils reach Key Stage 4, ICT is still taught as a compulsory subject however there are options as to what areas can be developed. Pupils continue to work on a tailor-made curriculum with achievable outcomes and skill development however the aim is to begin working towards qualifications offered that they could use. The pupils develop skills linked to the AQA exam board short courses that focus on the key software and tasks that are most likely to benefit them as they approach the time they move on from Oakfield School and into either further education or employment opportunities.

ICT is also offered as an option to Key Stage 4 pupils, where at the end of Year 9 they can choose to study in more detail. During Year 10 they will explore key skills and develop their knowledge they have developed during Key Stage 3 so that they can enter the Pearson Edexcel (Exam Board) Functional Skills ICT Entry Level 3 exam, which is an online exam that allows them to use their skills to achieve a qualification in the subject. Once they have passed this qualification, they will then have the opportunity to move on and study in more depth to work on the Pearson Edexcel (Exam Board) Functional Skills Level 1 qualification.

Schemes of work:

Year 10 COMPULSARY UNITS OF STUDY

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
CREATING A MULTIMEDIA PRESENTATION USING POWERPOINT - load the multimedia program PowerPoint. - use a design presentation template to create a minimum of four different slides. - add text into the slides - import graphics stored on the hard drive or from the Internet into the slides - use animation to enhance the presentation - incorporate slide transitions involving sound and effects - run the PowerPoint demonstration slide show	INPUTTING DATA INTO A SPREADSHEET AND USING FORMULAE IN EXCEL - input a given list of data into a spreadsheet - use the correct formulae to calculate a total for each row and a final total - print a copy of the spreadsheet. - open a Microsoft Excel worksheet - sort data within Excel - insert a formulae using +, -, * or / to perform a simple calculation within the worksheet, eg total cost multiplied by quantity - use the autosum facility within Excel, eg SUM, AV, MAX, MIN	CODING USING SCRATCH - open up the Scratch coding application on a PC - follow the instructions to produce a simple code - run the code and check it works - move sprites forward - add text speech to a sprite - spin a sprite around - make a sprite change colour - make a sprite dance - make a sprite glide - follow instructions to make a simple game - run the coded game to check it works - watching demonstrations on how to perform the above tasks, either by	MICROSOFT WORD: EDITING AND PRESENTING INFORMATION - turn on the computer and printer - select Microsoft Word using the mouse - open a new document - type or copy a piece of text into the document - identify and delete given words and sentences from the document - check the spelling in the document using the spell check function - label an image - save the edited file to their folder - print the document out in full colour	CONSTRUCTING AND USING A SIMPLE DATABASE - the meaning of the terms record, field, and file - access a database software package - design a database structure - save the database to an appropriate filename - input data - print out the database - perform a simple search of the database - print out the result of the search - add at least one new field to the database and enter appropriate data	APPLYING BASIC PHOTOSHOP SKILLS - the key things that Adobe Photoshop is used for - at least two things that Photoshop can and cannot do - create a new project in Photoshop - use the basic tools inside photoshop, including the brush tools and shape tools - use layers in Photoshop - use at least two blend modes, setting the layer opacity to blend between layers - adjust the colours and exposure of the image layers - crop the layers, remove the backgrounds and use the eraser tool on a layer - flatten the layers to combine them together

print the PowerPoint slides.	- print out the worksheet, showing formulae - save the spreadsheet with an appropriate name - exit the Microsoft Excel Program.	video or by the teacher/tutor.	- close the program - turn the computer off correctly.	- save the amended database - print out the amended database - exit software correctly.	- add text to an image layer - save and export an image from Photoshop as .PNG or another suitable image format.
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YEAR 10 – OPTIONAL- EDEXCEL FUNCTIONAL SKILLS ENTRY LEVEL 3 UNITS OF STUDY

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Overall introduction to Digital Functional Skills Entry Level 3. - consider what ICT they think they use most, why and how important it is in life/work contexts. - Using devices and handling information - Device types - desktop, laptop, mobile, smart, Connectivity - wired, wireless (Wi-Fi, Bluetooth), Features - input (keyboard, touchscreen, mouse, mousepad, scanner, microphone, camera), Features - output (monitor/screen, speaker, printer, camera) - Using devices and handling information - Uses - Communication (phone/video call, email, social media), Creating/editing documents, Media (images, text, video, audio, stream, livestream), Lifestyle (entertainment, games, health and fitness, social media), Online transactions (services, financial) - Applications - () - System settings - Internet (menu, hyperlink, navigation controls, search criteria) - Storage – organize and retrieve information (files, folders, storage (local/remote))	apply system settings - Learners create a fact sheet about system settings. - navigate online content to locate required information - ways they currently use the internet (online) to navigate and find information, etc online. - carry out searches on the internet - Learners use at bookmarks. - use files to read and store information - set up files and folders on shared network/Cloud for learners to find and retrieve files and information and download/resave. - create files and save them in folders on shared network, on Cloud, on removable media – peer feedback on names chosen for files and where they are stored. - find and download specific information (text, images) and choose where to store it. - create simple flyers or draft social media posts about how, when and where to save information such as files, graphics, etc. These should highlight the importance of organization to aid retrieval. - use files and folders to organise and retrieve information - Learners will be able to identify storage on a range of devices. - Know when there is a problem with a device or software and know the difference between system errors and user errors	Creating and editing - Use a suitable application to ether, edit and format text. - to provide a range of documents produced by word processing – poster, flyer, etc) and a suitable slide show that includes a range of information (text, images) - identify a suitable application to use in a given context. They should know the purpose of a range of documents and presentation(s). - entering, editing and formatting text and numbers. - Use a suitable application to enter, edit and format graphics - use resources to create a specific document or slide show for a specific audience. - choose appropriate formatting techniques. - FOLLOW SPECIFIC INSTRUCTIONS TO ACHIEVE AN OUTCOME - Combine different types of information for a given purpose - combine types of information within a given work or real-life context for a specific purpose and ensure that the combination of the two is suitable for the audience. - Capture digital media and view in a suitable application - identify types of digital media. They will be able to capture images and video including a	Transacting - Complete and submit an online form (including personal details) and comply with data validation. - The focus on online forms used for a range of transactions. - Know what is meant by a digital footprint, understand the implications of a digital footprint and know the range of digital activities that leave a digital footprint. - know how to complete and submit and online form, complying with data validation and verification checks. - Purpose of online forms: - Registration - Application - Request a service - Financial transaction - Book and appointment - Make an enquiry - Report a problem - Make an online purchase - Comply with verification checks to complete an online transaction - create a new document using software of their choice and list everything they consider to ‘personal details.	safe and responsible online - Understand the need to stay safe and respect others when using the internet and communicating online. - Recognise the online risks and consequences. They will be able to take steps to respect others online and develop skills to avoid inappropriate behaviours. - E SAFETY - Stay safe - Respect - Internet - Online communication’ - Online risks - Hacking - Personal data compromised or stolen - Fraud - Identity theft - Phishing - Pharming - Malware - Shoulder surfing - Unauthorised access - Links in unsolicited emails, message, pop-ups - Communicate with appropriate language - Consider opinions of others - Trolling - Offensive behaviour - Harassing others online - Know simple methods to protect personal information and privacy online - Protect personal information - Personal information – identifying an individual:	Working with technology ensuring physical and mental wellbeing - Know of and know how to minimise the effects of physical stress that may result from using devices - Physical stress - Pain (poorly positioned equipment or poor posture) - Repetitive strain injury (RSI) - Eye strain - Headaches - Ways to minimise stress - Adjust position (not too close or too far away from device and peripherals (mouse and keyboard)) - Adjust screen height and distance - Adjustable chair - Wrist support for peripherals (keyboard and mouse) - Suitable lighting - Regular breaks from the screen - REVIEW OF KEY SKILLS AND SOFTWARE TYPES AND TOOLS TO ACHIEVE OUTCOMES: 1 – WORD PROCESSING SKILLS 2 – PRESENTATION: POWERPOINT SKILLS 3 – SPREADSHEET: EXCEL SKILLS

- Problems (device and software - system errors - Technical problems -files, sound, print, crash/freeze, internet connection - System/user errors – restart/reboot, file name/location, sound, printer [paper, jam, connection], login details, internet connection - the main features and uses of different types of devices - Desktop, laptop, mobile, smart - Wired, wireless (Wi-Fi, Bluetooth) - Keyboard, touchscreen, mouse, mousepad, scanner, microphone, camera - Monitor/screen, speaker, printer, camera - Phone/video call, email, social media •Devices and connectivity •Device features •Communication •Media •Lifestyle •Online transactions - know what an application is and the main types of application software - Email - Web browser - Mobile (lifestyle, social media, news, entertainment) - Word processor - Presentation software - learners choose application software to present findings and learning about applications.	- System errors: ▪ Device freeze or crash ▪ Slow response from a device ▪ No connection to the internet ▪ User error: ▪ Incorrect credentials (login details including password) ▪ Hardware incorrectly connected ▪ Sound cannot be heard - apply a solution to a simple technical problem - create a simple presentation (using software of their choice) to list simple technical problems and possible solutions that they could apply. Problems should be defined as system or user.	screenshot using a camera on a device where appropriate. - Communicating information - Create and edit details in a contacts list. - Create new contact - Edit existing contact - Compose online communication – email - Text content - Digital content - Email (new, to, subject, reply, reply to all, message. greeting, close, send) - Attachment – document, image, video - Compose and reply to online communications comprising text and other digital content to individual and multiple recipients - take a screenshot of a final contacts list		name, date of birth, telephone number, home address, email address, bank details, photographs ○ Methods to protect personal information: ○ Padlock next to website address (URL) ○ Website address includes 'https:/' ○ Sharing personal information for a specific purpose ○ Minimize use of personal data across platforms ○ Social Media profiles (private) ○ Passwords (strong/hard to guess) ○ Not sharing passwords ○ Methods to protect privacy: ○ Social Media profiles (private) ○ Pseudonyms ○ Screen lock(s) • Set up and use security features (including authentication methods) to access devices and online services. • Security features • Authentication methods • Access devices • Access online services • Strong passwords: • Mix of upper/lower case letters, numbers, special characters • Unique • Biometrics (fingerprint, facial or voice recognition) • Pin codes • Pattern unlock • Screen lock(s) • Understand the benefits of security software to protect against online risks.	
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Year 11 COMPULSARY UNITS OF STUDY

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
DEVISING A POWERPOINT PRESENTATION AND USING ANIMATION, VIDEO AND AUDIO IN POWERPOINT - start the computer, log on where necessary and load Microsoft PowerPoint - create at least five slides and input text or images to each - apply animation(s) where appropriate - present the completed presentation to staff and peers - print out the finished presentation - close PowerPoint, log off and close down the computer - watching a teacher demonstration of modifying slides, applying animation and presenting a completed presentation. - add, change or remove a minimum of two transitions between slides - animate at least two texts or objects - use the morph transition - insert and delete a video - add and delete audio - record a screen in PowerPoint.	USING FORMULAE AND GRAPHS IN SPREADSHEETS - open a spreadsheet - use an AutoSum tool to successfully calculate the total of at least two cells - input a formula for addition - input a formula for subtraction - input a multiplication formula - input a division formula - use the average function to find the average value of at least two cells - format a table to make its content clear - insert a graph - label the graph - outline what the graph shows - save their work and exit the software - at least two ways spreadsheets can be used in business and industry.	CODING USING SCRATCH AND IMPLEMENTING A 'GAME OVER' CONDITION - implement a 'game over' condition in the Scratch programming language on at least one occasion - how to create the conditions needed for game termination based on the given game events - how to program the 'game over' logic and its main effects on the gameplay - implementing and refining 'game over' conditions in their project.	MICROSOFT WORD: EDITING AND PRESENTING INFORMATION (UNIT 2) - enter text of at least 100 words into a Microsoft Word document - underline part of the text, e.g. the heading - proofread the text, amending any errors - change the position of at least two paragraphs within the text, e.g. by cutting and pasting - redo the action that was last undone - use the cut, copy and paste functions to select and edit a minimum of two sections of text - format the text, e.g. by changing the font type, font size, or font colour - insert a picture from the computer library - insert at least two appropriate graphic images from either the Clipart or the Paint software - alter the layout of the text and graphic images as appropriate, changing the font style and size to completely fill one page - save and print the document.	CREATING AND INTERROGATING A DATABASE TO SPECIFY NEEDED DATA - open a spreadsheet program - read the data recorded in a given database - delete at least one piece of data - sort the data according to set criteria - filter the data according to set criteria - create a graph using the provided data - label the graph - create their own simple database - format the table to make it clear for the reader - interrogate their database using the sort, filter and graphing tools - save their database - exit the software - at least two ways databases can be used in business and industry.	PHOTOSHOP: USING FILTERS AND TOOLS IN CREATIVE WAYS - apply the blur filter to create within Photoshop, a tilt-shift effect for a miniature effect photograph - apply the plastic wrap filter to create icy text - use the liquify filter to create a surreal image - apply the glowing edges filter to create a sketch effect image - apply render lighting effects to change an image from daytime to sunset - save and print each edited image.

YEAR 11 – OPTIONAL- EDEXCEL FUNCTIONAL SKILLS LEVEL 1 UNITS OF STUDY

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Functional Skills Level 1 Key Components - To ensure that folder creation skills are secure – name, copy duplicate folders. - To ensure that documents created on software are	Reviewing Skills 1 - Spreadsheet formulas review for questions – identify the main operation formula use to solve a problem - Spreadsheet formulas review for questions – identify the main	Reviewing Skills 2 - Use internet to locate and then present requested information. - subscription costs and presenting details	Reviewing Skills 3 - Record information about a location using internet searches. - present the data in a clear way for later use.	Reviewing Skills 4 - Use internet to locate and then present requested information - Convert a text document to a spreadsheet - apply a formula to calculate % - convert data to graphs as asked	Exam Series

appropriately named and saved in correct place. • To look at a question and ensure that it is identified and the identification details are added. • To identify different ways of recording answers. • -screen printing • -direct to document • To use the evidence required part of an exam question to ensure tasks are completed to attain maximum marks. • Demonstrate ways of organising and presenting documents created clearly for upload or printing. • Explore what software is most appropriate to complete a task – identify which ‘dts’ is best fit for recording answers. • Recap on converting data between programs. How to use copy and paste functions to move between documents.	text-based formulas use to work out totals, percentages and display details. • Spreadsheet recap – how to select data and use the sort and filter tools: recap highlighting specific data and applying filters. • Spreadsheet recap – how to select data and use the sort and filter tools: demonstrate removing or copying specific parts of a data set. • Spreadsheet recap – how to select data and use the insert tools to create a graph or chart and format it as appropriate. • Spreadsheet recap – how apply features to a graph or chart and add them to a new sheet or other document with format tools. • Spreadsheet percentages • create lists from sorted data • using txt/word documents to create an advert • Creating email with created documents use internet to locate and present information • using provided .txt file to create a poster selecting software and only using tools and choosing software. • Selecting data from a list moving to a spreadsheet • creating the correct formulas to answer questions • use created spreadsheet to sort and filter details • generate lists and presenting them from data.	• Presentation creation using provided details • adding text from other locations • Convert data from documents • formulas to identify totals for amounts and formatting • create charts to present information. • demonstrate ways to protect specific documents • show documents with saved names and locations. • Locate directions to a specific location • identify opening times and costs to present • answer specific questions relating to a location. • open a spreadsheet and create formulas for incomes • calculate and present percentages by editing a spreadsheet • create an if formula for displaying key data.	• use .txt file to create a spreadsheet • create formulas to calculate costs • create formulas to calculate percentages • manipulate spreadsheet to show requested information • create a filtered document showing items in a sale • remove data as required. • filter data and present key information • create a newsletter for the location • add presented details • include created filtered spreadsheet details • create an email mailing list • generate emails with content and subject • include attached and embedded information.	• use details provided to create a newsletter • apply created graphs to newsletter • use a diagram to create a new document • create a folder and store created documents • email all evidence created as attachment • locate and present a map as evidence and record key information • apply map using email and details • Use provided details and documents to create an advert for opening hours • add provided data to a spreadsheet • create formulas to calculate totals • create graphs from spreadsheet as required • apply password protection to files and demonstrate how this is done	
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Syllabus materials KS4:

[Edexcel Digital Functional Skills | Pearson qualifications](#)

Careers in ICT/computing:

[1438 My Learning My Future Computer Science Final.pdf \(careersandenterprise.co.uk\)](#)