

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6	
Multimedia	KS1	LKS2		UKS2		
Text and	Children begin to	Children begin to edit ideas	and work using tools,	Children to use unfamiliar technology to create		
Images	understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.	demonstrating control on di keyboard shortcuts, such as Children can insert a picture	fferent devices and use of s CTRL + C and CTRL + V. e into own work.	content and use the appropriate tools to achieve this. Children will be able to save, retrieve, review and evaluate their own work.		
	Add text strings and boxes to manipulate features. Use tools to change colour, size and shapes	To think about different methods of communication. Use copy and paste to insert pictures into work and simple editing skills	To explore how font size and style can affect the impact of a text. Use keyboard shortcuts to amend text and images.	Combine different tools to create particular effects. Review and improve own work Insert hyperlinks into work	Review and evaluate work of others	



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Multimedia	KS1	LKS2		UKS2	
Sound and	Children to use software to	Children to use software to capture images and further		Children can use software to collect and present	
Motion	record and edit sounds.	edit sounds, including volume, duration and pauses.		edited audio. Children will also use appropriate	
	Save, retrieve and organise work.	Children to begin recording film and plan animation		software to create, publish and edit video, including titles.	
	Record sounds using software	To discuss what makes a good animated film or cartoon.	To learn about 'onion skinning' in animation.	Use digital devices to record sound	Trim, edit and arrange sounds and present audio
	Retrieve previous work and save new work	To learn how animations are created by hand	To add backgrounds and sounds to animations.	Publish produced work with titles	Publish work using a move editing package with refinement
		To be introduced to 'stop			
		motion' animation	Edit recorded sounds		
		Use software to record sounds			



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Technology in Our Lives	KS1 Children to discuss and recognise how technology is used at home. Children to safely navigate age- appropriate websites to find information	LKS2 Children can begin to explain how we communicate with each other online. Children can begin to explain how the internet is made of websites, finding their favourites and start to use efficient searching using safe search websites		UKS2 Children can search for information independently using safe, appropriate websites. Children are able to check the credibility of information and websites. Children will begin to discuss copyright and how this affects information.	
	State where technology can be found. Recognise a safe website and how information is presented.	To understand the different parts that make up a computer. To recall the different parts that make up a computer To locate information on the search results page. To use search effectively to find out information.	To use search effectively to find out information Discuss how we can communicate online Add websites to favourites	To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.	To assess whether an information source is true and reliable

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Coding and	KS1	LKS2		UKS2	
Programming	Children to give commands one at a time to control events of an object. Children to predict what will happen and debug when needed	Children to use logic to solv down into smaller parts. Ch create instructions, use con debug and use variations.	ve problems by breaking it ildren use programming to nmands, predict, test,	Children to experiment fu and conditional controls, ideas in a flowchart. Child with debugging and testir	rther with loops, triggers including seeing these dren to experiment further ng a program.



To understand what an algorithm is. To design algorithms and code them. To compare different object types. To use the repeat command. To use the timer command. To know what debugging is and debug programs	To design an algorithm that represents a physical system and code this representation. To use select in coding with the 'if' command. To code, test and debug	To understand variables To deepen understanding of the difference between timers and repeat commands	To design algorithms using flowcharts. To create a program that simulates a physical system using decomposition	To use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition
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Online Safety	KS1 Children to identify what is personal information and how to act appropriately on the internet, such as communication and application use and how to respond to inappropriate behaviours, such as seeking help.	LKS2 Children will begin to reflect on their own 'digital footprint' and discuss strategies to stay safe, in regards, to pictures, sharing information and passwords. Children to continue developing understanding of when to seek help when worried.		UKS2 Children are able to recognise what a good online citizen is and how to lower risk. Children can keep personal information safe and discuss privacy settings to help protect them	
	Identify what counts as personal information. Discuss what is appropriate behaviour online	To know what makes a safe password. Methods for keeping passwords safe.	To understand how a blog can be used to communicate with a wider audience. To learn about the meaning of age	To consider the truth of the content of websites To gain a greater understanding of the impact that sharing digital content can have	Identify secure sites by looking for privacy seals of approval To begin to understand how information online can persist
	TIOW TO SEEK TIEIP	Internet can be used in effective communication.	restrictions symbols on digital media and devices.	To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online	To identify the positive and negative influences of technology on health and the environment.



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Handling Data	KS1 LKS2 Children can discuss how Children can use pre-made To learn how to copy and paste data. To use the totalling	LKS2 Children can discuss how data can be organised and sorted. Children can use pre-made data to answer questions		UKS2 Children can create/ adapt a data set and interpret them, including inaccuracies and create formulas to add and search through data.	
		and paste data.	for money calculations. model a real-life situation and ar To add a formula to a cell questions	model a real-life situation and answer questions	create computational models and answer questions.
		 tools. Use equals tool to check calculations. To collect data and produce a graph. To use the symbols more than, less than and equal to, to compare values. Using a spreadsheet to model a real-life situation. 	to automatically make a calculation in that cell. To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.	To add a formula to a cell to automatically make a calculation in that cell. To create graphs showing the data collected.	To type in a formula for a cell to automatically make a calculation in that cell.