

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Technology in our lives identify</u></p> <p><u>Technology around us</u></p> <ul style="list-style-type: none"> - identify a computer and its main parts - use a mouse in different ways - use a keyboard to type on a computer - use the keyboard to edit text - create rules for using technology responsibly 	<p><u>Multimedia</u></p> <p><u>Digital Painting</u></p> <ul style="list-style-type: none"> - describe what different freehand tools do - use the shape tool and the line tools - make choices when painting a digital picture - explain why I chose the tools I used - use a computer to paint a picture and compare this with painting a picture on paper 	<p><u>Multimedia</u></p> <p><u>Digital Writing</u></p> <ul style="list-style-type: none"> - use a computer to write - add and remove text on a computer - identify that the look of text can be changed - make careful choices when changing text - explain why I used the tools that I chose - compare typing on a computer to writing on paper 	<p><u>Handling data</u></p> <p><u>Grouping data</u></p> <ul style="list-style-type: none"> - label objects - identify that objects can be counted - describe objects in different ways - count objects with the same properties - compare groups of objects - answer questions about groups of objects 	<p><u>Programming A</u></p> <p><u>Moving a robot</u></p> <ul style="list-style-type: none"> - explain what a given command will do - act out a given word - combine forwards and backwards commands to make a sequence - combine four direction commands to make sequence - plan a simple program - find more than one solution to a problem 	<p><u>Programming B</u></p> <p><u>Introduction to animation</u></p> <ul style="list-style-type: none"> - choose a command for a given purpose - show that commands can be joined together - identify the effect of changing a value - explain that each sprite has its own instructions - design the parts of a project - use my algorithm to create a program
	<p><u>Technology in our lives identify</u></p> <p><u>IT around us</u></p> <ul style="list-style-type: none"> - recognise the uses and features of IT - identify the uses of IT in the school - identify IT beyond school - explain how IT helps us - explain how to use IT safely - recognise that choices are made when using IT 	<p><u>Multimedia</u></p> <p><u>Digital Photography</u></p> <ul style="list-style-type: none"> - use a digital device to take a photograph - make choices when taking a photograph - describe what makes a good photograph - decide how photographs can be improved - use tools to change an image - recognise that photos can be changed 	<p><u>Multimedia</u></p> <p><u>Making music</u></p> <ul style="list-style-type: none"> - say how music can make us feel - identify that there are patterns in music - describe how music can be used in different ways - show how music is made from a series of notes - create music for a purpose - review and refine our computer work 	<p><u>Handling data</u></p> <p><u>Pictograms</u></p> <ul style="list-style-type: none"> - recognise that we can count and compare objects using tally charts - recognise objects can be represented as pictures - create a pictogram - select objects and make comparisons - recognise people can be described by attributes - present information using a computer 	<p><u>Programming A</u></p> <p><u>Robot Algorithms</u></p> <ul style="list-style-type: none"> - describe a series of instructions as a sequence - explain what happens when we change the order of instructions - explain that programming projects can have code and artwork - design an algorithm - create and debug a program I have written 	<p><u>Programming B</u></p> <p><u>An introduction to Quizzes</u></p> <ul style="list-style-type: none"> - explain that a sequence of commands has a start - explain that a sequence of commands has an outcome - create a program using a given design - change a given design - create a program using my own design - decide how my project can be improved
	<p><u>Technology in our lives identify</u></p> <p><u>Connecting computers</u></p> <ul style="list-style-type: none"> - explain how digital devices function - identify input and output devices - recognize physical components & how digital devices can change the way we work - explain computer networks share information - explore how digital devices 	<p><u>Multimedia</u></p> <p><u>Animation</u></p> <ul style="list-style-type: none"> - recognise the physical components - relate animated movement with a sequence of images - plan an animation - identify the need to work consistently and carefully - review and improve an animation - evaluate the impact of adding other media 	<p><u>Multimedia</u></p> <p><u>Desktop Publishing</u></p> <ul style="list-style-type: none"> - recognise text/images convey information - recognise that text and layout can be edited - choose appropriate page settings - add content to a desktop publishing publication - consider how different layouts can suit different purposes 	<p><u>Handling data</u></p> <p><u>Branching databases</u></p> <ul style="list-style-type: none"> - create questions with yes/no answers - identify the object attributes needed to collect relevant data - create a branching database and explain why it is helpful for it to be well structured - identify objects/compare information in pictograms & databases 	<p><u>Programming A</u></p> <p><u>Sequence in music</u></p> <ul style="list-style-type: none"> - explore new programming environments - identify that commands have an outcome - explain that a program has a start and that a sequence of commands can have an order - change the appearance of my project - create a project from a task description 	<p><u>Programming B</u></p> <p><u>Events and Actions</u></p> <ul style="list-style-type: none"> - explain how sprites move in an existing project - create a program to move a sprite in four directions - adapt a program to a new context and add features - identify and fix bugs in a program - design and create a maze based challenge

Year 4	<p><u>Technology in our lives identify</u></p> <p><u>The Internet</u></p> <ul style="list-style-type: none"> - Describe how network connect to other networks and make up the internet - Outline how websites can be shared via the World Wide Web (www) - Describe how content can be created, added and accessed on the WWW - Evaluate the consequences of unreliable content 	<p><u>Multimedia</u></p> <p><u>Audio Editing</u></p> <ul style="list-style-type: none"> - identify that sound can be digitally recorded - use a digital device to record sound - explain digital recordings are stored as files - explain that audio can be changed through editing - show different types of audio can be combined and played together and evaluate them 	<p><u>Multimedia</u></p> <p><u>Photo Editing</u></p> <ul style="list-style-type: none"> - explain that digital images can be changed - change the composition of an image - describe how images are changed for different uses - make good choices when selecting different tools - recognise that not all images are real - evaluate changes 	<p><u>Handling data</u></p> <p><u>Data Logging</u></p> <ul style="list-style-type: none"> - explain that data gathered over time can be used to answer questions - use a digital device to collect data - explain that a data logger collects 'data points' from sensors over time - use data collected over a long duration - use collected data to answer questions 	<p><u>Programming A</u></p> <p><u>Repetition in shapes</u></p> <ul style="list-style-type: none"> - identify that accuracy in programming is important - create a program in a text-based language - explain 'repeat' - modify a countcontrolled loop to produce a given outcome - decompose a task into small steps - create a program using count-controlled loops 	<p><u>Programming B</u></p> <p><u>Repetition in games</u></p> <ul style="list-style-type: none"> - explain and develop infinite loops and count-controlled loops - develop designs that include two or more loop running at the same time - modify an infinite loop in a given program - design a project that includes repetition - create a project that includes repetition
Year 5	<p><u>Technology in our lives identify</u></p> <p><u>Sharing information</u></p> <ul style="list-style-type: none"> - explain that computers can be connected together to form systems - recognise/explain how information is transferred over the internet and how sharing information online lets people in different places work together - test and evaluate ways of working together online 	<p><u>Multimedia</u></p> <p><u>Vector Drawing</u></p> <ul style="list-style-type: none"> - understand drawing tools can be used to produce different outcomes - create a vector drawing by combining shapes - use tools to achieve a desired effect - recognise that vector drawings consist of layers - group objects to make them easier to work with - evaluate vector drawings 	<p><u>Multimedia</u></p> <p><u>Video Editing</u></p> <ul style="list-style-type: none"> - explain what makes a video effective - use a digital device to record video - capture video using a range of techniques - create a storyboard - improve videos through reshooting and editing - consider the impact of choices made when making & sharing a video 	<p><u>Handling data</u></p> <p><u>Flat-File databases</u></p> <ul style="list-style-type: none"> - use a form to record information - compare computer and paper-based databases - group and sort data to answer questions - explain that tools can be used to select data - explain that computer programs can be used to compare data visually - apply knowledge 	<p><u>Programming A</u></p> <p><u>Selection in physical computing</u></p> <ul style="list-style-type: none"> - control a simple circuit connected to a computer - write a program including count-controlled loops - explain that a loop can stop when a condition is met and can be used to repeatedly check whether a condition has been met - design a physical project that includes selection - create a program 	<p><u>Programming B</u></p> <p><u>Selection in quizzes</u></p> <ul style="list-style-type: none"> - explain how selection is used in computer programs - relate that a conditional statement connects a condition to an outcome - explain how selection directs the flow of programs - design a program which uses selection - create a program which uses selection - evaluate my program
Year 6	<p><u>Technology in our lives identify</u></p> <p><u>Communication</u></p> <ul style="list-style-type: none"> - use a search engines - describe how search engines select results - explain how search results are ranked - recognise why and to whom the order of results is important, and to whom - recognise how we communicate using technology - evaluate different methods of online communication 	<p><u>Multimedia</u></p> <p><u>3D Modelling</u></p> <ul style="list-style-type: none"> - use a computer to create and manipulate 3D digital objects - compare working digitally with 2D and 3D graphics - construct a digital 3D model of a physical object - identify physical objects can be broken down into a collection of 3D shapes - design, develop and improve a digital 3D model 	<p><u>Multimedia</u></p> <p><u>Web Page Creation</u></p> <ul style="list-style-type: none"> - review an existing website and structures - plan the features of a web page - consider ownership and use of images (copyright) - recognise the need to preview pages - outline the need for a navigation path - recognise the implications of linking to content 	<p><u>Handling data</u></p> <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> - identify questions which can be answered with data - explain that objects can be described using data - explain that formulas can be used to produce calculated data - apply formulas to data, including duplicating - create a spreadsheet to plan an event - present data 	<p><u>Programming A</u></p> <p><u>Variables in games</u></p> <ul style="list-style-type: none"> - define a 'variable' as something that is changeable - explain why a variable is used in a program - choose how to improve a game by using variables - design a project that builds on a given example - use my design to create a project - evaluate my project 	<p><u>Programming B</u></p> <p><u>Sensing</u></p> <ul style="list-style-type: none"> - create a program to run on a controllable device - explain selection can control the flow of a program - update a variable with a user input - use conditional statements to compare a variable with a value - design and develop projects that uses inputs and outputs on a controllable device