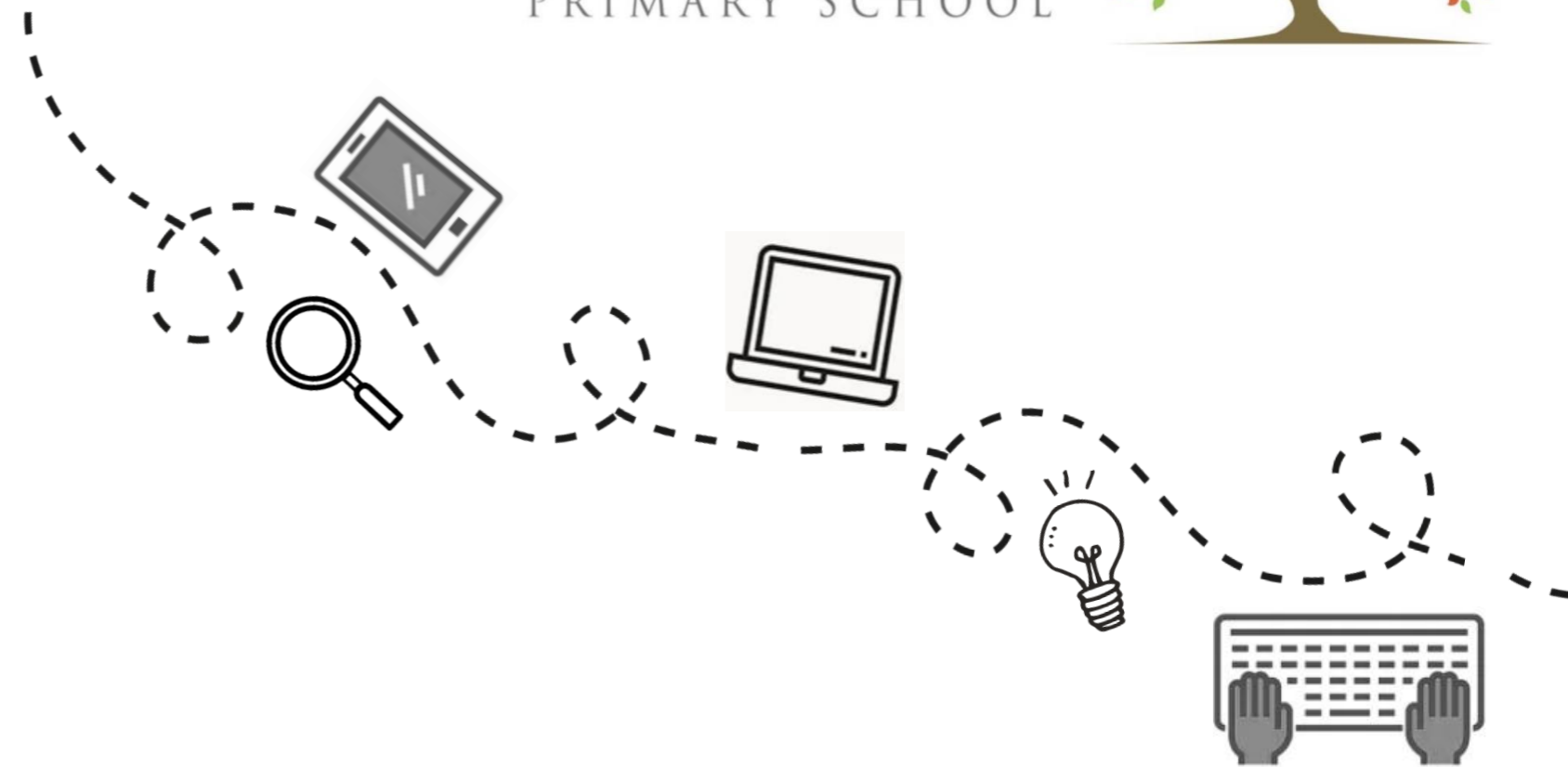


# History Progression



## Curriculum Goals



### Intent

Our broad, balanced and differentiated curriculum is designed to enable pupils to embrace and utilise new technologies through the application of essential knowledge, skills, principles and concepts embedded through our teaching. It is our intention to create motivated 'life-long' learners within Computing by modelling positive attitudes towards technology in all aspects of the wider curriculum and explicitly teaching our pupils how to use technology positively, responsibly and safely.

The Computing curriculum at St Mary's focuses on a progression of and accumulation of skills in computer science, information technology, and digital literacy that allows children to be active participants in a digital world. For example, in Early Years, the children programme BEEBOTS with simple algorithms, progressing into Key Stage One where they use coding software such as Scratch Junior to make quizzes. In Lower Key Stage Two, children develop their programming through Turtle Logo, beginning to debug their algorithms through to Upper Key Stage Two where they use Scratch to design and create games to fit given criteria. Our curriculum provides varied opportunities for pupils to be creative and apply their computational thinking whilst increasing their ability to evaluate new and unfamiliar technologies and apply analytical problem-solving strategies.

It is our intention that pupils become autonomous and independent leaders of their learning, gaining confidence, creativity and enjoyment through their use of computing technologies whilst remaining safe at all times.


### Implementation

Each lesson contains revision, analysis and problem-solving. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence. Cross-curricular links are also important in supporting other areas of learning. Lessons help children to build on prior knowledge at the same time as introducing new skills and challenges. In KS1, the focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. In KS2, lessons still focus on algorithms, programming and coding but in a more complex way and for different purposes. Children also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling is featured more heavily in UKS2. Skills learnt through KS1 and LKS2 are used to support data presentation. We use a sequence of lessons for each unit to build on prior knowledge and skills so children know and remember more.

### Impact

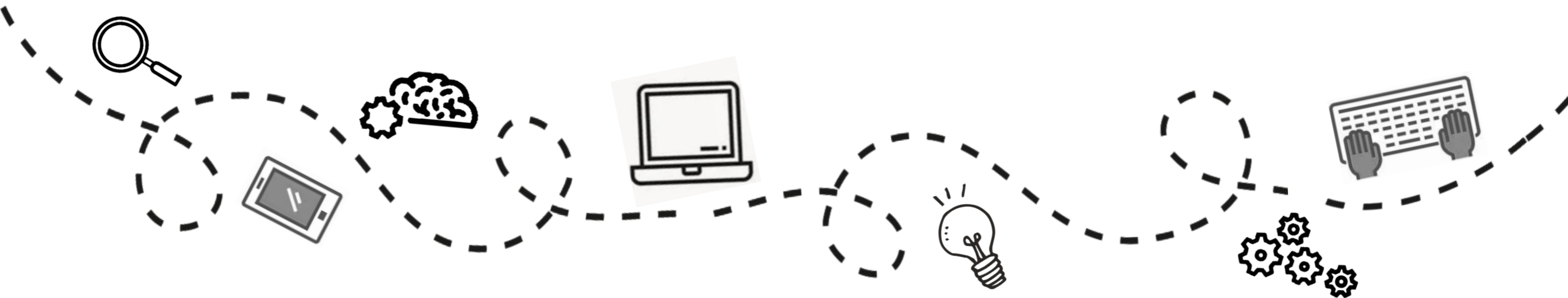
Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products. Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.

EYFS			
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> </ul>	
	Physical Development	<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> </ul>	
	Understanding the World	<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>	
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of a challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.</li> </ul>	
	Physical Development	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>	
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</li> <li>create and debug simple programs;</li> <li>use logical reasoning to predict the behaviour of simple programs;</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content;</li> <li>recognise common uses of information technology beyond school;</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output;</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration;</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>

# Computing Overview

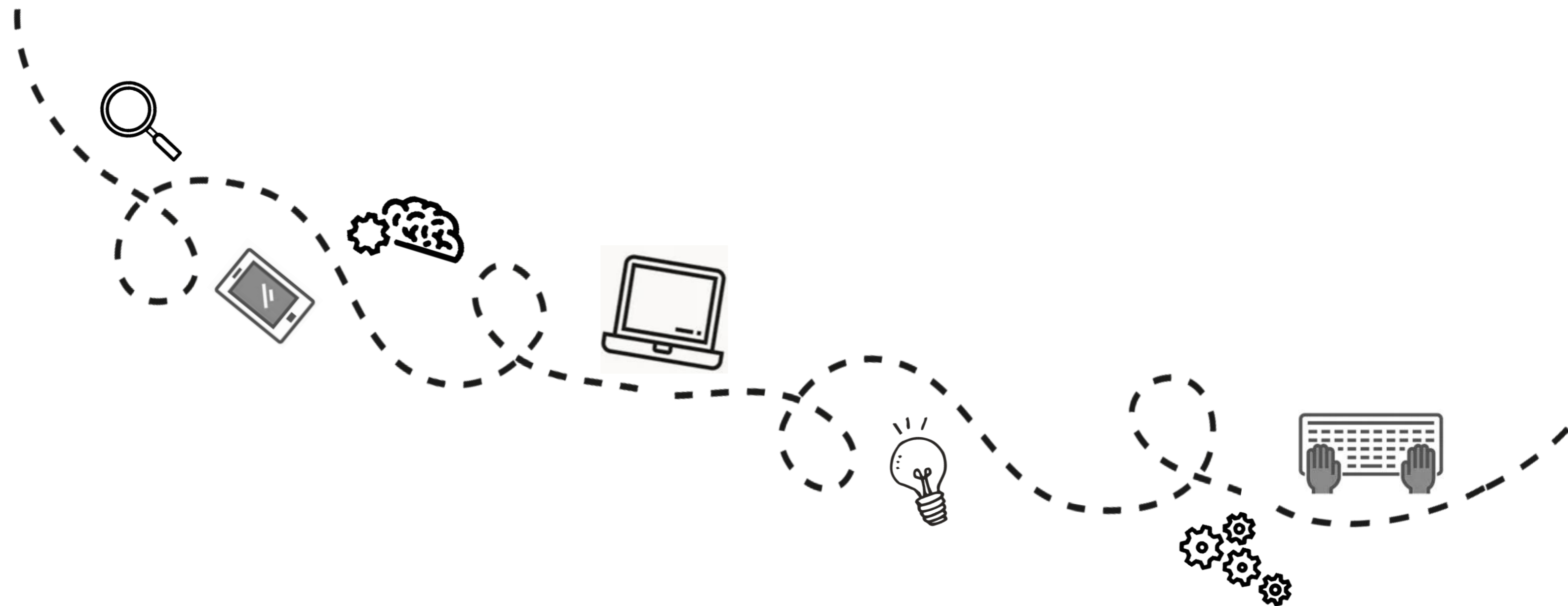
	Computing Systems and Networks	Data and Information	Programming A	Programming B	Creating Media	Creating Media
<b>Year 1/2 Cycle 1</b>	Technology Around Us	Grouping Data	Moving a Robot	Introduction to animation	Digital Painting	Digital Writing
<b>Year 1/2 Cycle 2</b>	Information Technology Around Us	Pictograms	Robot algorithms	Quizzes	Digital Photographs	Making Music
<b>Year 3/4 Cycle 1</b>	Connecting Computers	Branching Databases	Sequence in music	Events and actions	Desktop Publishing	Stop Frame Animation
<b>Year 3/4 Cycle 2</b>	The Internet	Data Logging	Repetition in shapes	Repetition in games	Audio Editing	Photo Editing
<b>Year 5/6 Cycle 1</b>	Sharing Information	Flat-file Databases	Animated stories	Chatbot selection	Vector Drawing	Video Editing
<b>Year 5/6 Cycle 2</b>	Communication	Spreadsheets	Variables in games	Sensing	3D Modelling	Web Page Design



# Computing Systems and Networks

Year 1/2		Year 3/4		Year 5/6	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<p>To identify technology</p> <ul style="list-style-type: none"> <li>I can explain technology as something that helps us</li> <li>I can locate examples of technology in the classroom</li> <li>I can explain how these technology examples help us</li> </ul>	<p>To recognise the uses and features of information technology</p> <ul style="list-style-type: none"> <li>I can identify examples of computers</li> <li>I can describe some uses of computers</li> <li>I can identify that a computer is a part of information technology</li> </ul>	<p>To explain how digital devices function</p> <ul style="list-style-type: none"> <li>I can explain that digital devices accept inputs</li> <li>I can explain that digital devices produce outputs</li> <li>I can follow a process</li> </ul>	<p>To describe how networks physically connect to other networks</p> <ul style="list-style-type: none"> <li>I can describe the internet as a network of networks</li> <li>I can demonstrate how information is shared across the internet</li> <li>I can discuss why a network needs protecting</li> </ul>	<p>To explain that computers can be connected together to form systems</p> <ul style="list-style-type: none"> <li>I can explain that systems are built using a number of parts</li> <li>I can describe that a computer system features inputs, processes, and outputs</li> <li>I can explain that computer systems communicate with other devices</li> </ul>	<p>To identify how to use a search engine</p> <ul style="list-style-type: none"> <li>I can complete a web search to find specific information</li> <li>I can refine my search</li> <li>I can compare results from different search engines</li> </ul>
<p>To identify a computer and its main parts</p> <ul style="list-style-type: none"> <li>I can name the main parts of a computer</li> <li>I can switch on and log into a computer</li> <li>I can use a mouse to click and drag</li> </ul>	<p>To identify information technology in the home</p> <ul style="list-style-type: none"> <li>I can explain the purpose of information technology in the home</li> <li>I can open a file</li> <li>I can move and resize images</li> </ul>	<p>To identify input and output devices</p> <ul style="list-style-type: none"> <li>I can classify input and output devices</li> <li>I can model a simple process</li> <li>I can design a digital device</li> </ul>	<p>To recognise how networked devices make up the internet</p> <ul style="list-style-type: none"> <li>I can describe the different networked devices and how they connect</li> <li>I can explain how the internet allows us to view the World Wide Web</li> <li>I can recognise that the World Wide Web is the part of the internet that contains websites and web pages</li> </ul>	<p>To recognise the role of computer systems in our lives</p> <ul style="list-style-type: none"> <li>I can identify tasks that are managed by computer systems</li> <li>I can identify the human elements of a computer system</li> <li>I can explain the benefits of a given computer system</li> </ul>	<p>To describe how search engines select results</p> <ul style="list-style-type: none"> <li>I can explain why we need tools to find things online</li> <li>I can recognise the role of web crawlers in creating an index</li> <li>I can relate a search term to the search engine's index</li> </ul>
<p>To use a mouse in different ways</p> <ul style="list-style-type: none"> <li>I can use a mouse to open a program</li> <li>I can click and drag to make objects on a screen</li> <li>I can use a mouse to create a picture</li> </ul>	<p>To identify information technology beyond school</p> <ul style="list-style-type: none"> <li>I can find examples of information technology</li> <li>I can talk about uses of information technology</li> <li>I can compare types of information technology</li> </ul>	<p>To recognise how digital devices can change the way we work</p> <ul style="list-style-type: none"> <li>I can explain how I use digital devices for different activities</li> <li>I can recognise similarities between using digital devices and non-digital tools</li> <li>I can suggest differences between using digital devices and non-digital tools</li> </ul>	<p>To outline how websites can be shared via the World Wide Web</p> <ul style="list-style-type: none"> <li>I can explain the types of media that can be shared on the World Wide Web (WWW)</li> <li>I can describe where websites are stored when uploaded to the WWW</li> <li>I can describe how to access websites on the WWW</li> </ul>	<p>To recognise how information is transferred over the internet</p> <ul style="list-style-type: none"> <li>I can recognise that data is transferred using agreed methods</li> <li>I can explain that networked digital devices have unique addresses</li> <li>I can explain that data is transferred over networks in packets</li> </ul>	<p>To explain how search results are ranked</p> <ul style="list-style-type: none"> <li>I can explain that search results are ordered</li> <li>I can explain that a search engine follows rules to rank relevant pages</li> <li>I can suggest some of the criteria that a search engine checks to decide on the order of results</li> </ul>
<p>To use a keyboard to type</p> <ul style="list-style-type: none"> <li>I can tell you that writing on a computer is called typing</li> <li>I can type my name on a computer</li> <li>I can use the shift key to type a capital letter</li> <li>I can save my work to a file</li> </ul>	<p>To explain how information technology benefits us</p> <ul style="list-style-type: none"> <li>I can demonstrate how information technology is used in a shop</li> <li>I can recognise that information technology can be connected</li> <li>I can explain how information technology helps people</li> </ul>	<p>To explain how a computer network can be used to share information</p> <ul style="list-style-type: none"> <li>I can recognise different connections</li> <li>I can explain how messages are passed through multiple connections</li> <li>I can discuss why we need a network switch</li> </ul>	<p>To describe how content can be added and accessed on the World Wide Web</p> <ul style="list-style-type: none"> <li>I can create media which can be found on websites</li> <li>I can recognise that I can add content to the WWW</li> <li>I can explain that new content can be created online</li> </ul>	<p>To explain how sharing information online lets people in different places work together</p> <ul style="list-style-type: none"> <li>I can recognise that connected digital devices can allow us to access shared files stored online</li> <li>I can send information over the internet in different ways</li> <li>I can explain that the internet allows different media to be shared</li> </ul>	<p>To recognise why the order of results is important, and to whom</p> <ul style="list-style-type: none"> <li>I can describe some of the ways that search results can be influenced</li> <li>I can recognise some of the limitations of search engines</li> <li>I can explain how search engines make money</li> </ul>
<p>To use the keyboard to edit text</p> <ul style="list-style-type: none"> <li>I can open my work from a file</li> <li>I can use the arrow keys to move the cursor</li> <li>I can delete letters</li> </ul>	<p>To show how to use information technology safely</p> <ul style="list-style-type: none"> <li>I can list different uses of information technology</li> <li>I can recognise how to use information technology responsibly</li> <li>I can say how those rules/guides can help me</li> </ul>	<p>To explore how digital devices can be connected</p> <ul style="list-style-type: none"> <li>I can recognise that a computer network is made up of a number of devices</li> <li>I can demonstrate how information can be passed between devices</li> </ul>	<p>To recognise how the content of the WWW is created by people</p> <ul style="list-style-type: none"> <li>I can explain that websites and their content are created by people</li> <li>I can suggest who owns the content on websites</li> <li>I can explain that there are rules to protect content</li> </ul>	<p>To contribute to a shared project online</p> <ul style="list-style-type: none"> <li>I can suggest strategies to ensure successful group work</li> <li>I can make thoughtful suggestions on my group's work</li> <li>I can compare working online with working offline</li> </ul>	<p>To recognise how we communicate using technology</p> <ul style="list-style-type: none"> <li>I can explain the different ways in which people communicate</li> <li>I can identify that there are a variety of ways of communicating over the internet</li> </ul>

		<ul style="list-style-type: none"> <li>I can explain the role of a switch, server, and wireless access point in a network</li> </ul>			<ul style="list-style-type: none"> <li>I can choose methods of communication to suit particular purposes</li> </ul>
<p>To create rules for using technology responsibly</p> <ul style="list-style-type: none"> <li>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> <li>I can give examples of some of these rules</li> <li>I can discuss how we benefit from these rules</li> </ul>	<p>To recognise that choices are made when using information technology</p> <ul style="list-style-type: none"> <li>I can identify the choices that I make when using information technology</li> <li>I can explain simple guidance for using information technology in different environments and settings</li> <li>I can enjoy a variety of activities</li> </ul>	<p>To recognise the physical components of a network</p> <ul style="list-style-type: none"> <li>I can identify how devices in a network are connected with one another</li> <li>I can identify networked devices around me</li> <li>I can identify the benefits of computer networks</li> </ul>	<p>To evaluate the consequences of unreliable content</p> <ul style="list-style-type: none"> <li>I can explain that not everything on the World Wide Web is true.</li> <li>I can explain why some information I find online may not be honest, accurate, or legal.</li> <li>I can explain why I need to think carefully before I share or reshare content</li> </ul>	<p>To evaluate different ways of working together online</p> <ul style="list-style-type: none"> <li>I can identify different ways of working together online</li> <li>I can recognise that working together on the internet can be public or private</li> <li>I can explain how the internet enables effective collaboration</li> </ul>	<p>To evaluate different methods of online communication</p> <ul style="list-style-type: none"> <li>I can compare different methods of communicating on the internet</li> <li>I can decide when I should and should not share</li> <li>I can explain that communication on the internet may not be private</li> </ul>



# Data and Information

Year 1/2		Year 3/4		Year 5/6	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<p>To label objects</p> <ul style="list-style-type: none"> <li>I can describe objects using labels</li> <li>I can match objects to groups</li> <li>I can identify the label for a group of objects</li> </ul>	<p>To recognise that we can count and compare objects using tally charts</p> <ul style="list-style-type: none"> <li>I can record data in a tally chart</li> <li>I can represent a tally count as a total</li> <li>I can compare totals in a tally chart</li> </ul>	<p>To create questions with yes/no answers</p> <ul style="list-style-type: none"> <li>I can investigate questions with yes/no answers</li> <li>I can make up a yes/no question about a collection of objects</li> <li>I can create two groups of objects separated by one attribute</li> </ul>	<p>To explain that data gathered over time can be used to answer questions</p> <ul style="list-style-type: none"> <li>I can choose a data set to answer a given question</li> <li>I can suggest questions that can be answered using a given data set</li> <li>I can identify data that can be gathered over time</li> </ul>	<p>To use a form to record information</p> <ul style="list-style-type: none"> <li>I can create multiple questions about the same field</li> <li>I can explain how information can be recorded</li> <li>I can order, sort, and group my data cards</li> </ul>	<p>To identify questions which can be answered using data</p> <ul style="list-style-type: none"> <li>I can explain the relevance of data headings</li> <li>I can answer questions from an existing data set</li> <li>I can ask simple relevant questions which can be answered using data</li> </ul>
<p>To identify that objects can be counted</p> <ul style="list-style-type: none"> <li>I can count objects</li> <li>I can group objects</li> <li>I can count a group of objects</li> </ul>	<p>To recognise that objects can be represented as pictures</p> <ul style="list-style-type: none"> <li>I can enter data onto a computer</li> <li>I can use a computer to view data in a different format</li> <li>I can use pictograms to answer simple questions about objects</li> </ul>	<p>To identify the object attributes needed to collect relevant data</p> <ul style="list-style-type: none"> <li>I can select an attribute to separate objects into groups</li> <li>I can create a group of objects within an existing group</li> <li>I can arrange objects into a tree structure</li> </ul>	<p>To use a digital device to collect data automatically</p> <ul style="list-style-type: none"> <li>I can explain that sensors are input devices</li> <li>I can use data from a sensor to answer a given question</li> <li>I can identify that data from sensors can be recorded</li> </ul>	<p>To compare paper and computer-based databases</p> <ul style="list-style-type: none"> <li>I can navigate a flat-file database to compare different views of information</li> <li>I can explain what a 'field' and a 'record' is in a database</li> <li>I can choose which field to sort data by to answer a given question</li> </ul>	<p>To explain that objects can be described using data</p> <ul style="list-style-type: none"> <li>I can explain what an item of data is</li> <li>I can apply an appropriate number format to a cell</li> <li>I can build a data set in a spreadsheet application</li> </ul>
<p>To describe objects in different ways</p> <ul style="list-style-type: none"> <li>I can describe an object</li> <li>I can describe a property of an object</li> <li>I can find objects with similar properties</li> </ul>	<p>To create a pictogram</p> <ul style="list-style-type: none"> <li>I can organise data in a tally chart</li> <li>I can use a tally chart to create a pictogram</li> <li>I can explain what the pictogram shows</li> </ul>	<p>To create a branching database</p> <ul style="list-style-type: none"> <li>I can select objects to arrange in a branching database</li> <li>I can group objects using my own yes/no questions</li> <li>I can prove my branching database works</li> </ul>	<p>To explain that a data logger collects 'data points' from sensors over time</p> <ul style="list-style-type: none"> <li>I can identify a suitable place to collect data</li> <li>I can identify the intervals used to collect data</li> <li>I can talk about the data that I have captured</li> </ul>	<p>To apply my knowledge of a database to ask and answer real-world questions</p> <ul style="list-style-type: none"> <li>I can explain how information can be grouped</li> <li>I can group information to answer questions</li> <li>I can combine grouping and sorting to answer more specific questions</li> </ul>	<p>To explain that formula can be used to produce calculated data</p> <ul style="list-style-type: none"> <li>I can explain the relevance of a cell's data type</li> <li>I can construct a formula in a spreadsheet</li> <li>I can identify that changing inputs changes outputs</li> </ul>
<p>To count objects with the same properties</p> <ul style="list-style-type: none"> <li>I can group similar objects</li> <li>I can group objects in more than one way</li> <li>I can count how many objects share a property</li> </ul>	<p>To select objects by attribute and make comparisons</p> <ul style="list-style-type: none"> <li>I can tally objects using a common attribute</li> <li>I can create a pictogram to arrange objects by an attribute</li> <li>I can answer 'more than'/'less than' and 'most/least' questions about an attribute</li> </ul>	<p>To explain why it is helpful for a database to be well structured</p> <ul style="list-style-type: none"> <li>I can create yes/no questions using given attributes</li> <li>I can explain that questions need to be ordered carefully to split objects into similarly sized groups</li> <li>I can compare two branching database structures</li> </ul>	<p>To use data collected over a long duration to find information</p> <ul style="list-style-type: none"> <li>I can import a data set</li> <li>I can use a computer to view data in different ways</li> <li>I can use a computer program to sort data</li> </ul>	<p>To explain that tools can be used to select data to answer questions</p> <ul style="list-style-type: none"> <li>I can choose which field and value are required to answer a given question</li> <li>I can outline how 'AND' and 'OR' can be used to refine data selection</li> <li>I can choose multiple criteria to answer a given question</li> </ul>	<p>To apply formulas to data, including duplicating</p> <ul style="list-style-type: none"> <li>I can recognise that data can be calculated using different operations</li> <li>I can create a formula which includes a range of cells</li> <li>I can apply a formula to multiple cells by duplicating it</li> </ul>
<p>To compare groups of objects</p> <ul style="list-style-type: none"> <li>I can choose how to group objects</li> <li>I can describe groups of objects</li> <li>I can record how many objects are in a group</li> </ul>	<p>To recognise that people can be described by attributes</p> <ul style="list-style-type: none"> <li>I can choose a suitable attribute to compare people</li> <li>I can collect the data I need</li> <li>I can create a pictogram and draw conclusions from it</li> </ul>	<p>To identify objects using a branching database</p> <ul style="list-style-type: none"> <li>I can select a theme and choose a variety of objects</li> <li>I can create questions and apply them to a tree structure</li> <li>I can use my branching database to answer questions</li> </ul>	<p>To identify the data needed to answer questions</p> <ul style="list-style-type: none"> <li>I can propose a question that can be answered using logged data</li> <li>I can plan how to collect data using a data logger</li> <li>I can use a data logger to collect data</li> </ul>	<p>To apply my knowledge of a database to ask and answer real-world questions</p> <ul style="list-style-type: none"> <li>I can select an appropriate chart to visually compare data</li> <li>I can refine a chart by selecting a particular filter</li> <li>I can explain the benefits of using a computer to create graphs</li> </ul>	<p>To create a spreadsheet to plan an event</p> <ul style="list-style-type: none"> <li>I can use a spreadsheet to answer questions</li> <li>I can explain why data should be organised</li> <li>I can apply a formula to calculate the data I need to answer questions</li> </ul>
<p>To answer questions about groups of objects</p> <ul style="list-style-type: none"> <li>I can decide how to group objects to answer a question</li> <li>I can compare groups of objects</li> <li>I can record and share what I have found</li> </ul>	<p>To explain that we can present information using a computer</p> <ul style="list-style-type: none"> <li>I can use a computer program to present information in different ways</li> <li>I can share what I have found out using a computer</li> <li>I can give simple examples of why information should not be shared</li> </ul>	<p>To compare the information shown in a pictogram with a branching database</p> <ul style="list-style-type: none"> <li>I can explain what a pictogram tells me</li> <li>I can explain what a branching database tells me</li> <li>I can compare two ways of presenting information</li> </ul>	<p>To use collected data to answer questions</p> <ul style="list-style-type: none"> <li>I can interpret data that has been collected using a data logger</li> <li>I can draw conclusions from the data that I have collected</li> <li>I can explain the benefits of using a data logger</li> </ul>	<p>To apply my knowledge of a database to ask and answer real-world questions</p> <ul style="list-style-type: none"> <li>I can ask questions that will need more than one field to answer</li> <li>I can refine a search in a real-world context</li> <li>I can present my findings to a group</li> </ul>	<p>To choose suitable ways to present data</p> <ul style="list-style-type: none"> <li>I can produce a graph</li> <li>I can use a graph to show the answer to questions</li> <li>I can suggest when to use a table or graph</li> </ul>

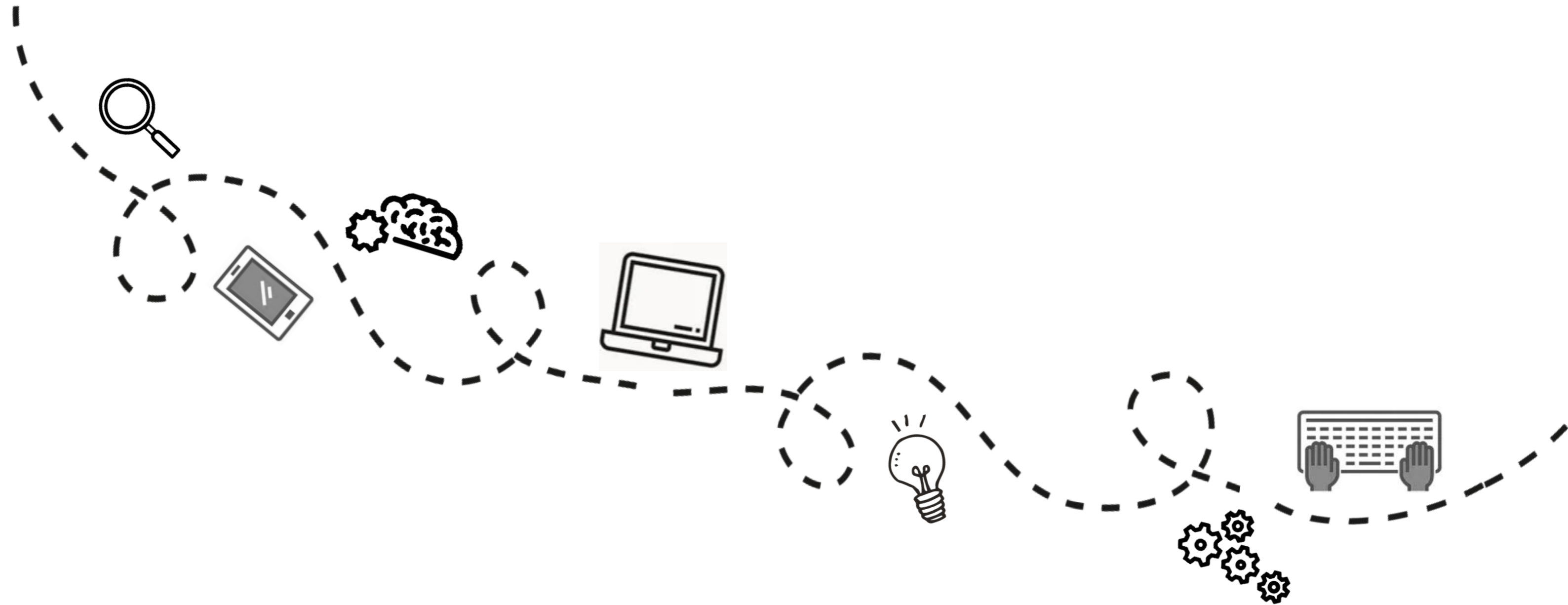
# Programming

Year 1/2		Year 3/4		Year 5/6	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Moving a robot	Robot algorithms	Sequence in music	Repetition in shapes	Scratch: Animated stories	Variables in games
<p>To explain what a given command will do</p> <ul style="list-style-type: none"> <li>I can predict the outcome of a command on a device</li> <li>I can match a command to an outcome</li> <li>I can run a command on a device</li> </ul>	<p>To describe a series of instructions as a sequence</p> <ul style="list-style-type: none"> <li>I can follow instructions given by someone else</li> <li>I can choose a series of words that can be enacted as a sequence</li> <li>I can give clear and unambiguous instructions</li> </ul>	<p>To explore a new programming environment</p> <ul style="list-style-type: none"> <li>I can identify the objects in a Scratch project (sprites, backdrops)</li> <li>I can explain that objects in Scratch have attributes (linked to)</li> <li>I can recognise that commands in Scratch are represented as blocks</li> </ul>	<p>To identify that accuracy in programming is important</p> <ul style="list-style-type: none"> <li>I can program a computer by typing commands</li> <li>I can explain the effect of changing a value of a command</li> <li>I can create a code snippet for a given purpose</li> </ul>	<p>To create appropriate animations</p> <ul style="list-style-type: none"> <li>I can select appropriate characters or objects to fit within a scene</li> <li>I can use rapid costume changes for a motion effect</li> <li>I can use a 'repeat' command to create gradual movement</li> <li>I can use a succession of 'glide' commands</li> </ul>	<p>To define a 'variable' as something that is changeable</p> <ul style="list-style-type: none"> <li>I can identify examples of information that is variable</li> <li>I can explain that the way that a variable changes can be defined</li> <li>I can identify that variables can hold numbers or letters</li> </ul>
<p>To act out a given word</p> <ul style="list-style-type: none"> <li>I can follow an instruction</li> <li>I can recall words that can be acted out</li> <li>I can give directions</li> </ul>	<p>To explain what happens when we change the order of instructions</p> <ul style="list-style-type: none"> <li>I can create different algorithms for a range of sequences (using the same commands)</li> <li>I can use an algorithm to program a sequence on a floor robot</li> <li>I can show the difference in outcomes between two sequences that consist of the same commands</li> </ul>	<p>To identify that each sprite is controlled by the commands I choose</p> <ul style="list-style-type: none"> <li>I can choose a word which describes an on-screen action for my design</li> <li>I can create a program following a design</li> </ul>	<p>To create a program in a text-based language</p> <ul style="list-style-type: none"> <li>I can use a template to create a design for my program</li> <li>I can write an algorithm to produce a given outcome</li> <li>I can test my algorithm in a text-based language</li> </ul>	<p>To structure and control the timing of events</p> <ul style="list-style-type: none"> <li>I can use the 'broadcast message' block correctly</li> <li>I can use the 'receive broadcast' block correctly</li> <li>I can combine broadcasts in code to sequence actions</li> </ul>	<p>To explain why a variable is used in a program</p> <ul style="list-style-type: none"> <li>I can identify a program variable as a placeholder in memory for a single value</li> <li>I can explain that a variable has a name and a value</li> <li>I can recognise that the value of a variable can be changed</li> </ul>
<p>To combine forwards and backwards commands to make a sequence</p> <ul style="list-style-type: none"> <li>I can compare forwards and backwards movements</li> <li>I can start a sequence from the same place</li> <li>I can predict the outcome of a sequence involving forwards and backwards commands</li> </ul>	<p>To use logical reasoning to predict the outcome of a program (series of commands)</p> <ul style="list-style-type: none"> <li>I can follow a sequence</li> <li>I can predict the outcome of a sequence</li> <li>I can compare my prediction to the program outcome</li> </ul>	<p>To explain that a program has a start</p> <ul style="list-style-type: none"> <li>I can start a program in different ways</li> <li>I can create a sequence of connected commands</li> <li>I can explain that the objects in my project will respond exactly to the code</li> </ul>	<p>To explain what 'repeat' means</p> <ul style="list-style-type: none"> <li>I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves</li> <li>I can identify patterns in a sequence, eg 'step 3 times' means the same as 'step, step, step'</li> <li>I can use a count-controlled loop to produce a given outcome</li> </ul>	<p>To control when objects need to be visible</p> <ul style="list-style-type: none"> <li>I can locate and insert the 'show' and 'hide' blocks in a script</li> <li>I can locate the correct place for a sprite to appear visible</li> <li>I can make a sprite invisible when it is not active in the code</li> </ul>	<p>To choose how to improve a game by using variables</p> <ul style="list-style-type: none"> <li>I can decide where in a program to change a variable</li> <li>I can make use of an event in a program to set a variable</li> <li>I can recognise that the value of a variable can be used by a program</li> </ul>
<p>To combine four direction commands to make sequences</p> <ul style="list-style-type: none"> <li>I can compare left and right turns</li> <li>I can experiment with turn and move commands to move a robot</li> <li>I can predict the outcome of a sequence involving up to four commands</li> </ul>	<p>To explain that programming projects can have code and artwork</p> <ul style="list-style-type: none"> <li>I can explain the choices I made for my mat design</li> <li>I can identify different routes around my mat</li> <li>I can test my mat to make sure that it is usable</li> </ul>	<p>To recognise that a sequence of commands can have an order</p> <ul style="list-style-type: none"> <li>I can explain what a sequence is</li> <li>I can combine sound commands</li> <li>I can order notes into a sequence</li> </ul>	<p>To modify a count-controlled loop to produce a given outcome</p> <ul style="list-style-type: none"> <li>I can identify the effect of changing the number of times a task is repeated</li> <li>I can predict the outcome of a program containing a count-controlled loop</li> <li>I can choose which values to change in a loop</li> </ul>	<p>To sequence events to create a story narrative</p> <ul style="list-style-type: none"> <li>I can order a series of backdrop settings</li> <li>I can narrate events with required timing</li> <li>I can program the use of a button to change the backdrop</li> </ul>	<p>To design a project that builds on a given example</p> <ul style="list-style-type: none"> <li>I can choose the artwork for my project</li> <li>I can explain my design choices</li> <li>I can create algorithms for my project</li> </ul>
<p>To plan a simple program</p> <ul style="list-style-type: none"> <li>I can explain what my program should do</li> <li>I can choose the order of commands in a sequence</li> <li>I can debug my program</li> </ul>	<p>To design an algorithm</p> <ul style="list-style-type: none"> <li>I can explain what my algorithm should achieve</li> <li>I can create an algorithm to meet my goal</li> <li>I can use my algorithm to create a program</li> </ul>	<p>To change the appearance of my project</p> <ul style="list-style-type: none"> <li>I can build a sequence of commands</li> <li>I can decide the actions for each sprite in a program</li> <li>I can make design choices for my artwork</li> </ul>	<p>To decompose a program into parts</p> <ul style="list-style-type: none"> <li>I can identify 'chunks' of actions in the real world</li> <li>I can use a procedure in a program</li> <li>I can explain that a computer can repeatedly call a procedure</li> </ul>	<p>To add voice sounds to enhance an animated story</p> <ul style="list-style-type: none"> <li>I can record my own voice sounds</li> <li>I can insert blocks to play my recordings</li> <li>I can match the timing of sounds with speech bubbles</li> <li>I can match character expression with speech</li> </ul>	<p>To use my design to create a project</p> <ul style="list-style-type: none"> <li>I can create the artwork for my project</li> <li>I can choose a name that identifies the role of a variable</li> <li>I can test the code that I have written</li> </ul>

<p>To find more than one solution to a problem</p> <ul style="list-style-type: none"> <li>I can identify several possible solutions</li> <li>I can plan two programs</li> <li>I can use two different programs to get to the same place</li> </ul>	<p>To create and debug a program that I have written</p> <ul style="list-style-type: none"> <li>I can plan algorithms for different parts of a task</li> <li>I can test and debug each part of the program</li> <li>I can put together the different parts of my program</li> </ul>	<p>To create a project from a task description</p> <ul style="list-style-type: none"> <li>I can identify and name the objects I will need for a project</li> <li>I can relate a task description to a design</li> <li>I can implement my algorithm as code</li> </ul>	<p>To create a program that uses count-controlled loops to produce a given outcome</p> <ul style="list-style-type: none"> <li>I can design a program that includes count-controlled loops</li> <li>I can make use of my design to write a program</li> <li>I can develop my program by debugging it</li> </ul>	<p>To add interactive user features to a scene or story</p> <ul style="list-style-type: none"> <li>I can add a sprite which remains hidden from the start</li> <li>I can make a sprite visible on a particular key press</li> <li>I can make a sprite invisible again after being animated</li> <li>I can control the timing of interactive features</li> </ul>	<p>To evaluate my project</p> <ul style="list-style-type: none"> <li>I can identify ways that my game could be improved</li> <li>I can extend my game further using more variables</li> <li>I can share my game with others</li> </ul>
Introduction to animation	An introduction to quizzes	Events and actions	Repetition in games	Selection in quizzes	Sensing
<p>To choose a command for a given purpose</p> <ul style="list-style-type: none"> <li>I can find which commands move a sprite</li> <li>I can use commands to move a sprite</li> <li>I can compare different programming tools</li> </ul>	<p>To explain that a sequence of commands has a start</p> <ul style="list-style-type: none"> <li>I can identify the start of a sequence</li> <li>I can identify that a program needs to be started</li> <li>I can show how to run my program</li> </ul>	<p>To explain how a sprite moves in an existing project</p> <ul style="list-style-type: none"> <li>I can explain the relationship between an event and an action</li> <li>I can choose which keys to use for actions and explain my choices</li> <li>I can identify a way to improve a program</li> </ul>	<p>To develop the use of count-controlled loops in a different programming environment</p> <ul style="list-style-type: none"> <li>I can list an everyday task as a set of instructions including repetition</li> <li>I can predict the outcome of a snippet of code</li> <li>I can modify a snippet of code to create a given outcome</li> </ul>	<p>To explain how selection is used in computer programs</p> <ul style="list-style-type: none"> <li>I can recall how conditions are used in selection</li> <li>I can identify conditions in a program</li> <li>I can modify a condition in a program</li> </ul>	<p>To create a program to run on a controllable device</p> <ul style="list-style-type: none"> <li>I can apply my knowledge of programming to a new environment</li> <li>I can test my program on an emulator</li> <li>I can transfer my program to a controllable device</li> </ul>
<p>To show that a series of commands can be joined together</p> <ul style="list-style-type: none"> <li>I can use more than one block by joining them together</li> <li>I can use a start block in a program</li> <li>I can run my program</li> </ul>	<p>To explain that a sequence of commands has an outcome</p> <ul style="list-style-type: none"> <li>I can predict the outcome of a sequence of commands</li> <li>I can match two sequences with the same outcome</li> <li>I can change the outcome of a sequence of commands</li> </ul>	<p>To create a program to move a sprite in four directions</p> <ul style="list-style-type: none"> <li>I can choose a character for my project</li> <li>I can choose a suitable size for a character in a maze</li> <li>I can program movement</li> </ul>	<p>To explain that in programming there are infinite loops and count controlled loops</p> <ul style="list-style-type: none"> <li>I can modify loops to produce a given outcome</li> <li>I can choose when to use a count-controlled and an infinite loop</li> <li>I can recognise that some programming languages enable more than one process to be run at once</li> </ul>	<p>To relate that a conditional statement connects a condition to an outcome</p> <ul style="list-style-type: none"> <li>I can use selection in an infinite loop to check a condition</li> <li>I can identify the condition and outcomes in an if..then... else statement</li> <li>I can create a program with different outcomes using selection</li> </ul>	<p>To explain that selection can control the flow of a program</p> <ul style="list-style-type: none"> <li>I can identify examples of conditions in the real world</li> <li>I can use a variable in an if... then... else... statement to select the flow of a program</li> <li>I can determine the flow of a program using selection</li> </ul>
<p>To identify the effect of changing a value</p> <ul style="list-style-type: none"> <li>I can find blocks which have numbers</li> <li>I can change the value</li> <li>I can say what happens when I change a value</li> </ul>	<p>To create a program using a given design</p> <ul style="list-style-type: none"> <li>I can tell the actions of a sprite in an algorithm</li> <li>I can decide which blocks to use to meet the design</li> <li>I can build the sequences of blocks I need</li> </ul>	<p>To adapt a program to a new context</p> <ul style="list-style-type: none"> <li>I can use a programming extension</li> <li>I can consider the real-world when making design choices</li> <li>I can choose blocks to set up my program</li> </ul>	<p>To develop a design which includes two or more loops which run at the same time</p> <ul style="list-style-type: none"> <li>I can choose which action will be repeated for each object</li> <li>I can explain what the outcome of the repeated action should be</li> <li>I can evaluate the effectiveness of the repeated sequences used in my program</li> </ul>	<p>To explain how selection directs the flow of a program</p> <ul style="list-style-type: none"> <li>I can explain that program flow can branch according to a condition</li> <li>I can design the flow of a program which contains if... then... else...</li> <li>I can show that a condition can direct program flow in one of two ways</li> </ul>	<p>To update a variable with a user input</p> <ul style="list-style-type: none"> <li>I can use a condition to change a variable</li> <li>I can experiment with different physical inputs</li> <li>I can explain that if you read a variable, the value remains</li> </ul>
<p>To explain that each sprite has its own instructions</p> <ul style="list-style-type: none"> <li>I can show that a project can include more than one sprite</li> <li>I can delete a sprite</li> <li>I can add blocks to each of my sprites</li> </ul>	<p>To change a given design</p> <ul style="list-style-type: none"> <li>I can choose backgrounds for the design</li> <li>I can choose characters for the design</li> <li>I can create a program based on the new design</li> </ul>	<p>To develop my program by adding features</p> <ul style="list-style-type: none"> <li>I can identify additional features (from a given set of blocks)</li> <li>I can choose suitable keys to turn on additional features</li> <li>I can build more sequences of commands to make my design work</li> </ul>	<p>To modify an infinite loop in a given program</p> <ul style="list-style-type: none"> <li>I can identify which parts of a loop can be changed</li> <li>I can explain the effect of my changes</li> <li>I can re-use existing code snippets on new sprites</li> </ul>	<p>To design a program which uses selection</p> <ul style="list-style-type: none"> <li>I can outline a given task</li> <li>I can use a design format to outline my project</li> <li>I can identify the outcome of user input in an algorithm</li> </ul>	<p>To use an conditional statement to compare a variable to a value</p> <ul style="list-style-type: none"> <li>I can explain the importance of the order of conditions in else if statements</li> <li>I can use an operand (e.g. &lt;math&gt;q \neq&lt;/math&gt;) in an if... then... statement</li> <li>I can modify a program to achieve a different outcome</li> </ul>
<p>To design the parts of a project</p> <ul style="list-style-type: none"> <li>I can choose appropriate artwork for my project</li> <li>I can decide how each sprite will move</li> </ul>	<p>To create a program using my own design</p> <ul style="list-style-type: none"> <li>I can choose the images for my own design</li> <li>I can create an algorithm</li> <li>I can build sequences of blocks to match my design</li> </ul>	<p>To identify and fix bugs in a program</p> <ul style="list-style-type: none"> <li>I can test a program against a given design</li> <li>I can match a piece of code to an outcome</li> <li>I can modify a program using a design</li> </ul>	<p>To design a project that includes repetition</p> <ul style="list-style-type: none"> <li>I can evaluate the use of repetition in a project</li> <li>I can select key parts of a given project to use in my own design</li> </ul>	<p>To create a program which uses selection</p> <ul style="list-style-type: none"> <li>I can implement my algorithm to create the first section of my program</li> <li>I can test my program</li> <li>I can share my program with others</li> </ul>	<p>To design a project that uses inputs and outputs on a controllable device</p> <ul style="list-style-type: none"> <li>I can decide what variables to include in a project</li> <li>I can design the algorithm for my project</li> </ul>



<ul style="list-style-type: none"> <li>I can create an algorithm for each sprite</li> </ul>			<ul style="list-style-type: none"> <li>I can develop my own design explaining what my project will do</li> </ul>		<ul style="list-style-type: none"> <li>I can design the program flow for my project</li> </ul>
<p>To use my algorithm to create a program</p> <ul style="list-style-type: none"> <li>I can use sprites which match my design</li> <li>I can add programming blocks based on my algorithm</li> <li>I can test the programs I have created</li> </ul>	<p>To decide how my project can be improved</p> <ul style="list-style-type: none"> <li>I can compare my project to my design</li> <li>I can improve my project by adding features</li> <li>I can debug</li> </ul>	<p>To design and create a maze based challenge</p> <ul style="list-style-type: none"> <li>I can make design choices and justify them</li> <li>I can implement my design</li> <li>I can evaluate my project</li> </ul>	<p>To create a project that includes repetition</p> <ul style="list-style-type: none"> <li>I can refine the algorithm in my design</li> <li>I can build a program that follows my design</li> <li>I can evaluate the steps I followed when building my project</li> </ul>	<p>To evaluate my program</p> <ul style="list-style-type: none"> <li>I can identify ways the program could be improved</li> <li>I can identify what setup code my project needs</li> <li>I can extend my program further</li> </ul>	<p>To develop a program to use inputs and outputs on a controllable device</p> <ul style="list-style-type: none"> <li>I can create a program based on my design</li> <li>I can test my program against my design</li> <li>I can use a range of approaches to find and fix bugs</li> </ul>



# Creating Media

Year 1/2		Year 3/4		Year 5/6	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<b>Digital painting</b> To describe what different freehand tools do <ul style="list-style-type: none"> <li>I can make marks on a screen and explain which tools I used</li> <li>I can draw lines on a screen and explain which tools I used</li> <li>I can use the paint tools to draw a picture</li> </ul>	<b>Digital photography</b> To know what devices can be used to take photographs <ul style="list-style-type: none"> <li>I can sort devices into old and new</li> <li>I can talk about how to take a photograph</li> <li>I can capture digital photos and talk about my experience</li> </ul>	<b>Animation</b> To explain that animation is a sequence of drawings or photographs <ul style="list-style-type: none"> <li>I can draw a sequence of pictures</li> <li>I can create an effective flip book—style animation</li> <li>I can explain how an animation/flip book works</li> </ul>	<b>Audio editing</b> To identify that sound can be digitally recorded <ul style="list-style-type: none"> <li>I can identify digital devices that can record sound and play it back</li> <li>I can identify the inputs and outputs required to play audio or record sound</li> <li>I can recognise the range of sounds that can be recorded</li> </ul>	<b>Vector drawing</b> To identify that drawing tools can be used to produce different outcomes <ul style="list-style-type: none"> <li>I can recognise that vector drawings are made using shapes</li> <li>I can identify the main drawing tools</li> <li>I can discuss how a vector drawing is different from paper-based drawings</li> </ul>	<b>3D modelling</b> To use a computer to create and manipulate three-dimensional (3D) digital objects <ul style="list-style-type: none"> <li>I can discuss the similarities and differences between 2D and 3D shapes</li> <li>I can explain why we might represent 3D objects on a computer</li> <li>I can select, move, and delete a digital 3D shape</li> </ul>
To use the shape tool and the line tools <ul style="list-style-type: none"> <li>I can make marks with the square and line tools</li> <li>I can use the shape and line tools effectively</li> <li>I can use the shape and line tools to recreate the work of an artist</li> </ul>	To use a digital device to take a photograph <ul style="list-style-type: none"> <li>I can explain the process of taking a good photograph</li> <li>I can take photos in both landscape and portrait format</li> <li>I can explain why a photo looks better in portrait or landscape format</li> </ul>	To relate animated movement with a sequence of images <ul style="list-style-type: none"> <li>I can predict what an animation will look like</li> <li>I can explain why little changes are needed for each frame</li> <li>I can create an effective stop frame animation</li> </ul>	To use a digital device to record sound <ul style="list-style-type: none"> <li>I can use a device to record audio and play back sound</li> <li>I can suggest how to improve my recording</li> <li>I can discuss what other people include when recording sound for a podcast</li> </ul>	To create a vector drawing by combining shapes <ul style="list-style-type: none"> <li>I can identify the shapes used to make a vector drawing</li> <li>I can explain that each element added to a vector drawing is an object</li> <li>I can move, resize, and rotate objects I have duplicated</li> </ul>	To compare working digitally with 2D and 3D graphics <ul style="list-style-type: none"> <li>I can identify how graphical objects can be modified</li> <li>I can resize a 3D object</li> <li>I can change the colour of a 3D object</li> </ul>
To make careful choices when painting a digital picture <ul style="list-style-type: none"> <li>I can choose appropriate shapes</li> <li>I can make appropriate colour choices</li> <li>I can create a picture in the style of an artist</li> </ul>	To describe what makes a good photograph <ul style="list-style-type: none"> <li>I can identify what is wrong with a photograph</li> <li>I can discuss how to take a good photograph</li> <li>I can improve a photograph by retaking it</li> </ul>	To plan an animation <ul style="list-style-type: none"> <li>I can break down a story into settings, characters and events</li> <li>I can describe an animation that is achievable on screen</li> <li>I can create a storyboard</li> </ul>	To explain that a digital recording is stored as a file <ul style="list-style-type: none"> <li>I can plan and write the content for a podcast</li> <li>I can discuss why it is useful to be able to save digital recordings</li> <li>I can save a digital recording as a file</li> </ul>	To use tools to achieve a desired effect <ul style="list-style-type: none"> <li>I can use the zoom tool to help me add detail to my drawings</li> <li>I can explain how alignment grids and resize handles can be used to improve consistency</li> <li>I can modify objects to create different effects</li> </ul>	To construct a digital 3D model of a physical object <ul style="list-style-type: none"> <li>I can rotate a 3D object</li> <li>I can position 3D objects in relation to each other</li> <li>I can select and duplicate multiple 3D objects</li> </ul>
To explain why I chose the tools I used <ul style="list-style-type: none"> <li>I know that different paint tools do different jobs</li> <li>I can choose appropriate paint tools and colours to recreate the work of an artist</li> <li>I can say which tools were helpful and why</li> </ul>	To decide how photographs can be improved <ul style="list-style-type: none"> <li>I can explore the effect that light has on a photo</li> <li>I can experiment with different light sources</li> <li>I can focus on an object</li> </ul>	To identify the need to work consistently and carefully <ul style="list-style-type: none"> <li>I can use onion skinning to help me make small changes between frames</li> <li>I can review a sequence of frames to check my work</li> <li>I can evaluate the quality of my animation</li> </ul>	To explain that audio can be changed through editing <ul style="list-style-type: none"> <li>I can open a digital recording from a file</li> <li>I can discuss ways in which audio recordings can be altered</li> <li>I can edit sections of an audio recording</li> </ul>	To recognise that vector drawings consist of layers <ul style="list-style-type: none"> <li>I can identify that each added object creates a new layer in the drawing</li> <li>I can identify which objects are in the front layer or in the back layer of a drawing</li> <li>I can change the order of layers in a vector drawing</li> </ul>	To identify that physical objects can be broken down into a collection of 3D shapes <ul style="list-style-type: none"> <li>I can identify the 3D shapes needed to create a model of a real-world object</li> <li>I can create digital 3D objects of an appropriate size</li> <li>I can group a digital 3D shape and a placeholder to create a hole in an object</li> </ul>
To use a computer on my own to paint a picture <ul style="list-style-type: none"> <li>I can make dots of colour on the page</li> <li>I can change the colour and brush sizes</li> <li>I can use dots of colour to create a picture in the style of an artist on my own</li> </ul>	To use tools to change an image <ul style="list-style-type: none"> <li>I can recognise that images can be changed</li> <li>I can use a tool to achieve a desired effect</li> <li>I can explain my choices</li> </ul>	To review and improve an animation <ul style="list-style-type: none"> <li>I can explain ways to make my animation better</li> <li>I can evaluate another learner's animation</li> <li>I can improve my animation based on feedback</li> </ul>	To show that different types of audio can be combined and played together <ul style="list-style-type: none"> <li>I can discuss sounds that other people combine</li> <li>I can choose suitable sounds to include in a podcast</li> <li>I can use editing tools to arrange sections of audio</li> </ul>	To group objects to make them easier to work with <ul style="list-style-type: none"> <li>I can copy part of a drawing by duplicating several objects</li> <li>I can group to create a single object</li> <li>I can reuse a group of objects to further develop my vector drawing</li> </ul>	To design a digital model by combining 3D objects <ul style="list-style-type: none"> <li>I can plan my 3D model</li> <li>I can choose which 3D objects I need to construct my model</li> <li>I can modify multiple 3D objects</li> </ul>
To compare painting a picture on a computer and on paper	To recognise that images can be changed	To evaluate the impact of adding other media to an animation	To evaluate editing choices made	To evaluate my vector drawing <ul style="list-style-type: none"> <li>I create alternatives to vector</li> </ul>	To develop and improve a digital 3D model

<ul style="list-style-type: none"> <li>I can explain that pictures can be made in lots of different ways</li> <li>I can spot the differences between painting on a computer and on paper</li> <li>I can say whether I prefer painting using a computer or using paper</li> </ul>	<ul style="list-style-type: none"> <li>I can apply a range of photography skills to capture a photo</li> <li>I can recognise which images have been changed</li> <li>I can identify which images are real and which have been changed</li> </ul>	<ul style="list-style-type: none"> <li>I can add other media to my animation</li> <li>I can explain why I added other media to my animation</li> <li>I can evaluate my final film</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that digital recordings need to be exported to share them</li> <li>I can discuss the features of a digital recording I like</li> <li>I can suggest improvements to a digital recording</li> </ul>	<p>drawings</p> <ul style="list-style-type: none"> <li>I can suggest improvements to a vector drawing</li> <li>I can apply what I have learned about vector drawings</li> </ul>	<ul style="list-style-type: none"> <li>I can decide how my model can be improved</li> <li>I can modify my model to improve it</li> <li>I can evaluate my model against a given criterion</li> </ul>
<b>Digital writing</b>	<b>Making music</b>	<b>Desktop publishing</b>	<b>Photo editing</b>	<b>Video editing</b>	<b>Web page creation</b>
<p>To use a computer to write</p> <ul style="list-style-type: none"> <li>I can open a word processor</li> <li>I can recognise keys on a keyboard</li> <li>I can identify and find keys on a keyboard</li> </ul>	<p>To say how music can make us feel</p> <ul style="list-style-type: none"> <li>I can identify simple differences in pieces of music</li> <li>I can listen with concentration to a range of music (links to the Music curriculum)</li> <li>I can describe how music makes me feel, e.g. happy or sad</li> </ul>	<p>To recognise how text and images convey information</p> <ul style="list-style-type: none"> <li>I can explain the difference between text and images</li> <li>I can recognise that text and images can communicate messages clearly</li> <li>I can identify the advantages and disadvantages of using text and images</li> </ul>	<p>To explain that digital images can be changed</p> <ul style="list-style-type: none"> <li>I can identify changes that we can make to an image</li> <li>I can explore how images can be changed in real life</li> <li>I can explain the effect that editing can have on an image</li> </ul>	<p>To recognise video as moving pictures, which can include audio</p> <ul style="list-style-type: none"> <li>I can explain that a video can include both visual and audio media</li> <li>I can explain the benefits of adding audio to a video</li> <li>I can plan a video project using a storyboard</li> </ul>	<p>To review an existing website and consider its structure</p> <ul style="list-style-type: none"> <li>I can explore a website</li> <li>I can discuss the different types of media used on websites</li> <li>I know that websites are written in HTML</li> </ul>
<p>To add and remove text on a computer</p> <ul style="list-style-type: none"> <li>I can enter text into a computer</li> <li>I can use letter, number, and space keys</li> <li>I can use backspace to remove text</li> </ul>	<p>To identify that there are patterns in music</p> <ul style="list-style-type: none"> <li>I can create a rhythm pattern</li> <li>I can play an instrument following a rhythm pattern</li> <li>I can explain that music is created and played by humans</li> </ul>	<p>To recognise that text and layout can be edited</p> <ul style="list-style-type: none"> <li>I can change font style, size, and colours for a given purpose</li> <li>I can edit text</li> <li>I can explain that text can be changed to communicate more clearly</li> </ul>	<p>To change the composition of an image</p> <ul style="list-style-type: none"> <li>I can explain what has changed in an edited image</li> <li>I can change the composition of an image by selecting parts of it</li> <li>I can consider why someone might want to change the composition of an image</li> </ul>	<p>To identify digital devices that can record video</p> <ul style="list-style-type: none"> <li>I can identify and name digital devices that can record video and sound</li> <li>I can choose the most suitable digital device for recording my project</li> <li>I can locate and identify the working features of a digital device that can record video</li> </ul>	<p>To plan the features of a web page</p> <ul style="list-style-type: none"> <li>I can recognise the common features of a web page</li> <li>I can suggest media to include on my page</li> <li>I can draw a web page layout that suits my purpose</li> </ul>
<p>To identify that the look of text can be changed on a computer</p> <ul style="list-style-type: none"> <li>I can type capital letters</li> <li>I can explain what the keys that I have learnt about already do</li> <li>I can identify the toolbar and use bold, italic, and underline</li> </ul>	<p>To describe how music can be used in different ways</p> <ul style="list-style-type: none"> <li>I can connect images with sounds</li> <li>I can use a computer to experiment with pitch and duration</li> <li>I can relate an idea to a piece of music</li> </ul>	<p>To choose appropriate page settings</p> <ul style="list-style-type: none"> <li>I can define the term 'page orientation'</li> <li>I can recognise placeholders and say why they are important</li> <li>I can create a template for a particular purpose</li> </ul>	<p>To describe how images can be changed for different uses</p> <ul style="list-style-type: none"> <li>I can talk about changes made to images</li> <li>I can choose effects to make my image fit a scenario</li> <li>I can explain why my choices fit a scenario</li> </ul>	<p>To capture video using a digital device</p> <ul style="list-style-type: none"> <li>I can select a suitable device and software to capture my video</li> <li>I can demonstrate suitable methods of using a digital device to capture my video</li> <li>I can demonstrate the safe use and handling of devices</li> </ul>	<p>To consider the ownership and use of images (copyright)</p> <ul style="list-style-type: none"> <li>I can say why I should use copyright-free images</li> <li>I can find copyright-free images</li> <li>I can describe what is meant by the term 'fair use'</li> </ul>
<p>To make careful choices when changing text</p> <ul style="list-style-type: none"> <li>I can select a word by double-clicking</li> <li>I can select all of the text by clicking and dragging</li> <li>I can change the font</li> </ul>	<p>To show how music is made from a series of notes</p> <ul style="list-style-type: none"> <li>I can identify that music is a sequence of notes</li> <li>I can use a computer to create a musical pattern using three notes</li> <li>I can refine my musical pattern on a computer</li> </ul>	<p>To add content to a desktop publishing publication</p> <ul style="list-style-type: none"> <li>I can choose the best locations for my content</li> <li>I can paste text and images to create a magazine cover</li> <li>I can make changes to content after I've added it</li> </ul>	<p>To make good choices when selecting different tools</p> <ul style="list-style-type: none"> <li>I can identify how an image has been retouched</li> <li>I can give examples of positive and negative effects that retouching can have on an image</li> <li>I can choose appropriate tools to retouch an image</li> </ul>	<p>To recognise the features of an effective video</p> <ul style="list-style-type: none"> <li>I can list some of the features of an effective video</li> <li>I can record a video that demonstrates some of the features of an effective video</li> <li>I can explain why lighting and angle are important in creating an effective video</li> </ul>	<p>To recognise the need to preview pages</p> <ul style="list-style-type: none"> <li>I can add content to my own web page</li> <li>I can preview what my web page looks like</li> <li>I can evaluate what my web page looks like on different devices and suggest/make edits.</li> </ul>
<p>To explain why I used the tools that I chose</p> <ul style="list-style-type: none"> <li>I can say what tool I used to change the text</li> <li>I can decide if my changes have improved my writing</li> <li>I can use 'undo' to remove changes</li> </ul>	<p>To create music for a purpose</p> <ul style="list-style-type: none"> <li>I can describe an animal using sounds</li> <li>I can explain my choices</li> <li>I can save my work</li> </ul>	<p>To consider how different layouts can suit different purposes</p> <ul style="list-style-type: none"> <li>I can identify different layouts</li> <li>I can match a layout to a purpose</li> <li>I can choose a suitable layout for a given purpose</li> </ul>	<p>To recognise that not all images are real</p> <ul style="list-style-type: none"> <li>I can sort images into 'fake' or 'real' and explain my choices</li> <li>I can combine parts of images to create new images</li> <li>I can talk about fake images around me</li> </ul>	<p>To identify that video can be improved through reshooting and editing</p> <ul style="list-style-type: none"> <li>I can store, retrieve, and export my recording to a computer</li> <li>I can explain how to improve a video by reshooting and editing</li> <li>I can select the correct tools to make edits to my video</li> </ul>	<p>To outline the need for a navigation path</p> <ul style="list-style-type: none"> <li>I can explain what a navigation path is</li> <li>I can describe why navigation paths are useful</li> <li>I can make multiple web pages and link them using hyperlinks</li> </ul>
<p>To compare writing on a computer with writing on paper</p> <ul style="list-style-type: none"> <li>I can write a message on a computer and on paper</li> </ul>	<p>To review and refine our computer work</p> <ul style="list-style-type: none"> <li>I can reopen my work</li> <li>I can explain how I made my work better</li> </ul>	<p>To consider the benefits of desktop publishing</p> <ul style="list-style-type: none"> <li>I can identify the uses of desktop publishing in the real world</li> </ul>	<p>To evaluate how changes can improve an image</p> <ul style="list-style-type: none"> <li>I can consider the effect of adding other elements to my work</li> <li>I can compare the original image with</li> </ul>	<p>To consider the impact of the choices made when making and sharing a video</p> <ul style="list-style-type: none"> <li>I can make edits to my video and improve the final outcome</li> </ul>	<p>To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> <li>I can explain the implication of linking to content owned by others</li> </ul>

<ul style="list-style-type: none"> <li>• I can compare using a computer with using a pencil and paper</li> <li>• I can say which method I like best</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to music and describe how it makes me feel</li> </ul>	<ul style="list-style-type: none"> <li>• I can say why desktop publishing might be helpful</li> <li>• I can compare work made on desktop publishing to work created by hand</li> </ul>	<p>my completed publication</p> <ul style="list-style-type: none"> <li>• I can evaluate the impact of my publication on others through feedback</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that my choices when making a video will impact on the quality of the final outcome</li> <li>• I can evaluate my video and share my opinions</li> </ul>	<ul style="list-style-type: none"> <li>• I can create hyperlinks to link to other people's work</li> <li>• I can evaluate the user experience of a website</li> </ul>
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