|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Information Technology | * Improve photos and videos by choosing simple, uncluttered backgrounds. * Take sharper pictures by holding iPads steady while tapping the shutter button. * Evaluate the quality of their photos and delete ones they don’t want. * Record, play and delete individual clips. * Make videos sound better by speaking clearly and recording in quiet locations. * Use the front-facing camera to record a selfie video. | * Locate the primary light source. * Incorporate shadows into photos. * Create different moods by changing the direction of light sources.   - Crop photos to make the subject of each shot stand out more.   * Change colour photos to black and white. * Use Markup to draw on a photo and add text. * Record slow-motion video of an action. * Experiment with different camera angles. * Trim and edit slo-mo clips. | * Take photos in a variety of lighting conditions. * Straighten, rotate, and crop photos. * Adjust focus and exposure before taking a photo. * Use the Clips App to capture videos of the objects, people and places around them. * Arrange clips in a logical sequence. * Add titles and graphics to enhance their movies. | - Backlight your subject for a silhouette effect.   * Apply filters to enhance the mood. * Use markup tools to retouch photos. * Trim and arrange clips. * Add posters, stickers, emoji, and your own photos. * Use filters and music to enhance mood. | * Use leading lines and the rule of thirds to draw attention toward a focal point. * Apply filters to establish mood. * Take horizontal and vertical panoramic photos. * Frame a shot with the right amount of head room and nose room. * Identify and capture multiple shot types. * Add a grind in the Camera app to guide shot composition. | * Take and select photos using Burst mode. * Apply the long exposure effect. * Animate your photos. * Set up and use a teleprompter. * Slit a clip and take out a part you don’t want. * Fix jumps cuts with B-roll by adding and adjusting inserts and cutaways. | * Tell a story with a series of photos * Rearrange and add transitions to slides. * Layer text on top of photos in Keynote. * Compile and share your best work, * Use the drawing tools in Pages to personalise books. * Create an ePub portfolio book. * Use your camera’s manual controls to change focus and exposure. * Create split-screen and picture in picture overly effect in iMovie. * Add transition effects and lower third titles*.* |
| National Curriculum |  | * use technology purposefully to create, organise, store, manipulate and retrieve digital content | | * 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 | | | |

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| Computer Science |  | * Introduce the concepts of coding * Using everyday examples, describe what sequences are. * Construct a sequence based on a familiar story. * Code using sequences. * Build a step by step sequence. * Understand the importance of order when sequences | * Understand that some steps within a sequence can be recorded and still achieve the same outcome. * Construct a flexible sequence and compare it with a partners work. * Identify which parts of the sequences are step by step and which are flexible. * Code using different sequences to achieve the same outcome. * Understand what a loop is * Identify where a loop can make an instruction more efficient * Code with loops * Describe what debugging is * Demonstrate the use of debugging in an everyday situation * Debug code * Understand that an event is an action that causes ​ something to happen * Recognize that events give us options in coding—they ​ cause things to happen only when the event occurs * Express an event in words and symbols * Code using events and actions | * Describe what commands and sequences are * Demonstrate the use of commands and sequences ​ in an everyday situation * Code using commands and sequences * Describe what debugging is * Demonstrate the use of debugging in an everyday situation * Debug with code * Describe what functions and for loops are * Demonstrate the use of functions and for loops ​ in an everyday situation * Code using functions and for loops | * Describe what conditional code, Booleans, and logical operators are * Demonstrate the use of conditional code, Booleans, and logical operators in an everyday situation * Code using conditional code, Booleans, and logical operators * Describe what while loops are * Demonstrate the use of while loops in an everyday situation * Code using while loops * Describe what algorithms are * Demonstrate the use of algorithms ​ in an everyday situation * Code using algorithms | * Describe what variables are * Demonstrate the use of variables in an everyday situation * Code using variables * Describe what types and initialization are * Demonstrate the use of types and initialization in an everyday situation * Code using types and initialization | * Describe what parameters are * Demonstrate the use of parameters in an everyday situation * Code using parameters * Describe what arrays are * Demonstrate the use of arrays in an everyday situation * Code using arrays |
| National Curriculum |  | * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs | | * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | | |

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| Digital Literacy |  | * To identify technology * To identify the computer and its main parts * To use a mouse in different ways * To use the keyboard to type * To use a keyboard to edit text * To create rules for using technology responsibly | - To recognise the uses and features of information technology   * To identify information technology in the home * To identify information technology beyond school * To explain how information to technology benefits us * To show how to use information technology safely * To recognise the choices are made when using information technology | * To explain how digital devices function * Identify input and output devices * To recognise some digital devices can change the way we work * Explain how computer network can be used to share information * To explore how digital devices can be connected * To recognise the physical component of a network | * To describe how networks physically connect to other networks * Recognise how networked devices make up Internet * Outlined how websites can be shared via the World Wide Web * To describe how content can be added and accessed on the World Wide Web * To recognise how the content of the World Wide Web is created by people * To evaluate the consequences of unreliable content | * To explain that computers can be connected together to form systems * To recognise the role of computer systems in our lives * To recognise how information is transferred over the Internet * To explain how sharing information online that people in different places work together * Contribute to a shared project online * To evaluate different ways of working together online | * To identify how to use a search engine * To describe how search engine select results * To explain how search results are ranked * To recognise one order of results important and to whom * To recognise how we communicate using technology * Evaluate different methods of online communication |
| National Curriculum |  | * 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. | | * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | |