|  | Reception  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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*.*
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| 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
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| 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.
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