



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Titles							
Multimedia (graphics)	Experiment with ICT to explore colour and design using a simple paint program	Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps, and shapes.	Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps, and shapes. Save, retrieve and print work	Acquire, store and combine images from cameras or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate and invert the image.	Acquire, store and combine images from cameras or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate and invert the image. Edit pictures using a range of tools in a graphics program.	Create a 3D representation of an existing building. Use the tools available to design their own fit for purpose Building. Change the style, colour and texture of the walls. Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.	Create a 3D representation of an existing building. Use the tools available to design their own fit for purpose Building. Change the style, colour and texture of the walls. Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.
Multimedia	Text: Use Phonics based programs	Text Use spacebar,	Text Use spacebar,	Video (iMovie trailer) Capture video for a purpose.	Video (iMovie trailer) Capture video for a purpose.	Sound recording Collect audio from a variety of resources	Sound recording Collect audio from a variety



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	to experiment with sounds and text to represent sounds.	backspace, and delete, arrow keys, return. Start to use two hands when typing. Word process short texts to present. Sound recording Record sound at and away from a computer. Use software to record sounds Capture video. Discuss which videos to keep and which to delete. Arrange clips to create a short film.	backspace, and delete, arrow keys, return. Start to use two hands when typing. Word process short texts to present. Sound recording Record sound at and away from a computer. Use software to record sounds. Change sounds recorded. Save, retrieve and edit sounds. Video Capture video. Discuss which videos to keep and which to delete. Arrange	Choose which clips to keep and which to discard. Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects. Text Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. Align text left, right and centre. Presentation (PowerPoint) Create a title slide and choose a style. Change the layout of a slide. Insert a picture/text/graph from the Internet or	Choose which clips to keep and which to discard. Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects. Text Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. Align text left, right and centre. Presentation (PowerPoint) Create a title slide and choose a style. Change the layout of a slide. Insert a picture/text/graph from the Internet or	including own recordings and intern clips. Plan a multi-scene animation including characters, scenes, camera angles and special effects. Use stop –go animation software With an external camera to shoot animation frames. Adjust the number of photographs taken and the playback rate to improve the quality of the animation. Publish their animation and use a movie editing package to edit/refine and add	of resources including own recordings and internet clips. Plan a multi-scene animation including characters, scenes, camera angles and special effects. Use stop –go animation With an external camera to shoot animation frames. Adjust the number of photographs taken and the playback rate to improve the quality of the animation. Publish their animation and use a movie editing package



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			clips to create a short film. Add a title and credits.	personal files. Decide upon and use effective transitions.	personal files. Decide upon and use effective transitions.	Video (iMovie) Storyboard and capture videos for a purpose. Plan for the use of special effects and transitions. Trim, arrange and edit audio levels to improve quality of their outcome. Export their video. Presentation (PowerPoint) Work independently to create a multi slide presentation that includes speaker's notes. Use transitions and animations to improve the quality of the presentation. Include sounds and moving graphics in the slides. Present to	to edit/refine and add titles. Video (iMovie) Storyboard and capture videos for a purpose. Plan for the use of special effects and transitions. Trim, arrange and edit audio levels to improve quality of their outcome. Export their video. Presentation (PowerPoint) Work independently to create a multi slide presentation that includes speaker's notes. Use transitions and animations



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						a large group or class using the notes made.	to improve the quality of the presentation. Include sounds and moving graphics in the slides. Present to a large group or class using the notes made.
Programming	<p>Bee bots</p> <p>Give commands including straight/forward. Backward.</p>	<p>Bee-bots</p> <p>Give commands including straight forwards / backwards / turn one at a time.</p> <p>Explore what happens when a sequence of instructions is given.</p> <p>Give a set of simple instructions to follow out a task</p>	<p>Bee-bots</p> <p>Give commands including straight forwards / backwards / turn one at a time.</p> <p>Explore what happens when a sequence of instructions is given.</p> <p>Give a set of simple instructions to follow out a task.</p> <p>Give a set of</p>	<p>Scratch</p> <p>Navigate the scratch programming environment.</p> <p>Create a background and a sprite for a game.</p> <p>Add inputs to control their sprite</p>	<p>Scratch</p> <p>Navigate the scratch programming environment.</p> <p>Create a background and a sprite for a game.</p> <p>Add inputs to control their sprite</p> <p>Use additional statements</p>	<p>Scratch</p> <p>Use external triggers and infinite loops to control sprites.</p> <p>Create and edit variables.</p> <p>Use conditional statements.</p> <p>Design their own game including sprites, backgrounds, scoring and/or timers.</p>	<p>Scratch</p> <p>Use external triggers and infinite loops to control sprites.</p> <p>Create and edit variables.</p> <p>Use conditional statements.</p> <p>Design their own game including sprites, backgrounds, scoring</p>



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			<p>instructions to form simple geometric shapes.</p> <p>Improve/change their sequence of commands.</p>		<p>within the program to control the sprite (if.. then..)</p>		<p>and/or timers.</p> <p>Use conditional statements, loops, variables and broadcast messages in the game.</p> <p>The game finishes when a player wins or loses and they must know they have won or lost.</p> <p>Evaluate the effectiveness of the game and debug as required.</p>
Online	<p>Internet research</p> <p>Work as part of a class team to search for media stating key words to use.</p>	<p>Internet research</p> <p>Talk about websites they have been on.</p> <p>Explore a website by clicking on the arrows, menus and hyperlinks.</p>	<p>Internet research</p> <p>Talk about websites they have been on.</p> <p>Explore a website by clicking on the arrows, menus and hyperlinks.</p>	<p>Internet research</p> <p>Type in a URL to find a website . Add websites to a favourite list.</p>	<p>Internet research</p> <p>Type in a URL to find a website . Add websites to a favourite list.</p>	<p>Internet Research</p> <p>Use advance search functions in Google (quotations).</p> <p>Understand</p>	<p>Internet Research</p> <p>Use advance search functions in Google (quotations).</p> <p>Understand</p>



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		<p>Emails</p> <p>Recognise an email address. Find the @ key on the keyboard. Contribute to a class email</p>	<p>Emails</p> <p>Recognise an email address. Find the @ key on the keyboard. Contribute to a class email</p> <p>Open and select to reply to an email as a class</p>	<p>Emails</p> <p>Log into an email account, open, create and send an email.</p> <p>Attach files to an email.</p> <p>Download and save files from an email. Email more than one person and reply to all.</p> <p>Blogging</p> <p>Navigate to view their class blog.</p> <p>Understand that it can be updated from a range</p>	<p>Emails</p> <p>Use a search engine to find a range of media</p> <p>Think of search terms to use linked to questions they wish to answer.</p> <p>Emails</p> <p>Log into an email account, open, create and send an email.</p> <p>Attach files to an email.</p> <p>Download and save files from an email. Email more than one person and reply to all.</p>	<p>websites such as Wikipedia are made by users</p> <p>Use strategies to check the reliability of information (cross check with another source such as books).</p> <p>Cloud Computing</p> <p>Understand files may be saved off their device in 'clouds'.</p> <p>Upload/download a file to the cloud on different devices.</p>	<p>websites such as Wikipedia are made by users</p> <p>Use strategies to check the reliability of information (cross check with another source such as books).</p> <p>Use their knowledge of domain names to aid their judgment of the validity of websites.</p> <p>Cloud Computing</p> <p>Understand files may be saved off their</p>



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				of devices. Comment on their class blog.	Blogging Navigate to view their class blog. Understand that it can be updated from a range of devices. Comment on their class blog.	Understand about syncing files using cloud computing folders. Blogging Navigate to view their class blog. Understand that it can be updated from a range of devices. Comment on their class blog.	device in 'clouds'. Upload/download a file to the cloud on different devices. Understand about syncing files using cloud computing folders. Blogging Navigate to view their class blog. Understand that it can be updated from a range of devices.



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							<p>Comment on their class blog</p> <p>Embed photos and sounds to their class page</p>
E safety	<p>Know what to do if they see anything online they do not like.</p>	<p>Make decisions about whether or not statements found on the internet are true or not.</p> <p>Identify devices that can be used to search the Internet.</p> <p>Identify what things count as personal information.</p> <p>Identify when inappropriate content is accessed and act</p>	<p>Make decisions about whether or not statements found on the internet are true or not.</p> <p>Identify devices that can be used to search the Internet.</p> <p>Identify what things count as personal information.</p> <p>Identify when inappropriate content is accessed and act</p>	<p>Question the 'validity' of what they see on the internet.</p> <p>Use a browser address bar not just search box and shortcuts.</p> <p>think before sending and comment on consequences of sending/posting.</p> <p>Recognise online behaviours that would be unfair.</p> <p>Recognise social networking sites and social networking</p>	<p>Question the 'validity' of what they see on the internet.</p> <p>Use a browser address bar not just search box and shortcuts.</p> <p>think before sending and comment on consequences of sending/posting.</p> <p>Recognise online behaviours that would be unfair.</p> <p>Recognise social networking sites and social networking</p>	<p>Judge what sort of privacy settings might be relevant to reducing different risks.</p> <p>Judge when and when not to answer a question online.</p> <p>Be a good online citizen and friend.</p> <p>Articulate what constitutes good behavior online.</p> <p>Use different sources to double check information found online.</p> <p>Find 'report'</p>	<p>Judge what sort of privacy settings might be relevant to reducing different risks.</p> <p>Judge when and when not to answer a question online.</p> <p>Be a good online citizen and friend.</p> <p>Articulate what constitutes good behavior online.</p> <p>Use different sources to double check</p>



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		<p>appropriately. Recognise that a variety of devices can be used to connect a number of people. Consider other people's feelings on the Internet.</p>	<p>appropriately. Recognise that a variety of devices can be used to connect a number of people. Consider other people's feelings on the Internet.</p>	<p>features built into other things (such as online games and handheld games consoles) Make judgments in order to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online.</p>	<p>features built into other things (such as online games and handheld games consoles) Make judgments in order to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online.</p>	<p>and 'flag' buttons in commonly used sites and name sources of help Click-CEOP button and explain to parents what it is for. Discuss scenarios involving online risk. State the source of information found on the Internet. Act as a role model for younger pupils.</p>	<p>information found online. Find 'report' and 'flag' buttons in commonly used sites and name sources of help -CEOP button and explain to parents what it is for. Discuss scenarios involving online risk. State the source of information found on the Internet. Act as a role model for younger pupils.</p>