Year 1

Year group	Topic	Key Concept	Key concept: What are they learning?
1	Multimedia	Graphics	Can I use various tools such as brushes, pens, rubber, stamps, shapes? Can I print work? Can I save my work?
1		Text	Can I use spacebar, backspace, delete, arrow keys, and return? Can I start to use two hands when typing? Can I use Word to create short texts? Can I start to use a mouse?
1		Sound recording	Can I record sound away from a computer? Can I use software to record sounds? Can I change sounds recorded?
1		Video	Can I capture video? Can I discuss which videos to keep and which to delete? Can I arrange clips to create a short film?
1		Presentation	Can I collect some information? Can I create a slide show? Can I present the information to a group?

	Programming	**Using Bee-Bots or a simple avatar programmable**	Can I explore what happens when a sequence of instructions is given? Can I give a set of simple instructions to follow out a task? Can I program an avatar/Bee-Bot to follow simple task? Can I debug a simple program? Can I begin to use the terms, program, debug, algorithms and coding?
1	**Online**	**Internet research**	Can I talk about websites I have been on? Can I Explore a website? Can I use
1		**Emails**	Can I recognise an email address? Can I find the @ key on the keyboard and understand what it is used for?
1	**Data**	**Data**	Can I know that images give information? Can I sort objects and pictures into lists or simple tables?
1	**E-Safety**	**E-safety**	Can I make decisions about whether or not statements found on the internet are true or not? Can I Identify devices that can be used to search the Internet? Can I Identify what things count as personal information? Can I search safely on the internet? Can I know to tell a trusted adult if I see or hear something on the internet that upsets me? Can I consider other people's feelings on the Internet?

Year 2

Year group	Topic	Key Concept	Key concept: What are they learning?
2	Multimedia	Graphics	Can I use ICT to generate (search) ideas for my work? Can I use various tools such as brushes, pens, rubber, stamps, shapes, text, fill to create a piece of work? Can I print work? Can I save my work? Can I retrieve a saved file?
2		Text	Can I use the keyboard to control the text? (using the keyboard functions) Can I use two hands when typing? Can I use Word to create texts to present and print? Can I use a mouse confidently?
2		Sound recording	Can I record sound at and away from a computer? Can I use software to record sounds? Can I change sounds recorded? Can I Save, retrieve and edit sounds?
2		Video	Can I capture video? Can I keep and delete videos? Can I arrange clips to create a short film? Can I add a title and credits?

2		**Presentation**	Can I Choose a suitable subject and collect some information? Can I create a mind-map or slide show? Can I present the information to a group? Can I store and retrieve data/presentation?
2	**Program ming**	**Using Bee-Bots or a simple avatar programmable software**	Can I explore what happens when a sequence of instructions is given? Can I give a set of instructions to follow out a task? (algorithms and coding) Can I program an avatar/Bee-Bot to follow a task? Can I debug simple programs? Can I use the terms, program, debug, algorithms and coding confidently? Can I use logical reasoning to predict the behaviour of simple programs?
2	**Online**	**Internet research**	Can I explore a website by clicking on arrows, menus, search engines and hyperlinks?
2		**Emails**	Can I contribute to a class email? Can I open and select to reply to an email as a class?
2	**Data**	**Data**	Can I understand what a pictogram is showing? Can I put data into a program? Can I make a simple Y/N tree diagram to sort information?
2	**E-Safety**	**E-Safety**	Can I identify and use devices safely that can be used to search the Internet? Can I Identify when inappropriate content is accessed and act appropriately? Can I safely search the internet? Recognise that a variety of devices can be used to connect a number of people? Can I consider other people's feelings on the Internet?

Year 3

Year group	Topic	Key Concept	Key concept: What are they learning?
3	Multimedia	Graphics	Can I acquire and store images from cameras or the internet for a purpose? Can I use the print screen function to capture an image? Can I select certain areas of an image and resize, rotate and invert the image?
3		Animation	Can I plan what they would like to happen in their animation? Can I take a series of pictures to form an animation? Can I move items within my animation to create movement on playback? Can I edit and improve my animation? Can I use sound within my animation to enhance video/animation?
3		Text	Can I get quicker at typing with both hands? Can I use a variety of font sizes, styles and colours? Can I align text left, right and centre?
3		Video	Can I capture video for a purpose? Can I choose which clips to keep and which to discard? Can I Add titles, credits and slide transitions? Can I use sounds in my video to enhance it?

3		Presentation	Can I create a title slide and choose a style? Can I Insert a picture/text/graph from the Internet or personal files? Can I store and retrieve data?
3	Programming	Using a scratch type program (uses an avatar and needs coding)	Can I navigate the scratch programming environment? Can I create a background and a sprite for a game? Can I add simple inputs to control my sprite?
3	Online	Internet research	Can I type in a URL to find a website? Can I use a search engine to find a range of media, e.g. images, texts? Can I talk about the reliability of information on the Internet? e.g. the difference between fact and opinion (link to history and sources of evidence).
3		Emails	Can I log into an email account, open, create and send an email?
3	Data	Data	Can I choose information to put into a data table? Can I recognise which information is suitable for their topic? Can I design a questionnaire to collect information?

3	E-Safety	E-Safety	Can I question the 'validity' of what they see on the internet? Can I think before sending and comment on consequences of sending/posting? Can I recognise online behaviours that would be unfair? Can I make judgments in order to stay safe, whilst communicating with others online.? Can I tell an adult if anything worries them online? Can I Identify dangers when presented with scenarios, social networking profiles etc.? Can I articulate examples of good and bad behaviour online?

Year 4

Year group	Topic	Key Concept	Key concept: What are they learning?
4	Multimedia	Graphics	Can I acquire, store and combine images from cameras or the internet for a purpose? Can I edit pictures using a range of tools in a graphics program?
4		3D modelling	Can I use internet-based software to create a 3D representation? Can I use the tools available to design my own fit for purpose object? (using simple shapes)
4		Text	Can I type at speed using both hands? Can I use a variety functions? (including changing font, text size, paragraphs, styles, colour etc..?
4		Video	Can I capture video for a purpose? Can I trim and arrange clips to convey meaning? Can I add titles, credits, slide transitions, and special effects? Can I capture and use sounds within the video to enhance it?

4		Presentation	Can I change the layout of a slide? Can I insert a picture/text/graph from the Internet or personal files? Can I decide upon and use effective transitions?
4	Programming	Using a scratch type program (uses an avatar and needs coding)	Can I navigate the scratch programming environment? Can I create a background and a sprite for a game? Can I add inputs to control my sprite? Can I use conditional statements within the program to control the sprite? if…then..
4	Online	Internet research	Can I type in a URL to find a website? Can I add websites to a favourites list? Can I use a search engine to find a range of media, e.g. images, texts? Can I think of search terms to use linked with questions they wish to answer? Can I talk about the reliability of information on the Internet? e.g. the difference between fact and opinion (link to history and sources of evidence).
4		Emails	Can I Log into an email account, open, create and send an email? Can I attach documents or pictures to an email and send?
4		Blogging	Can I navigate to view their class blog? Can I understand that it can be updated from a range of devices? Can I comment on my class blog?

4	Data	Data	Can I use a questionnaire to collect information? Can I sort and organize information to use in other ways? Can I create and search a branching database? Can I create a database from information I have selected?
4	E-Safety	E-Safety	Can I question the 'validity' of what they see on the internet? Can I use a browser address bar not just search box and shortcuts ? Can I think before sending and comment on consequences of sending/posting? Can I recognise online behaviours that would be unfair? Can I recognise social networking sites and social networking features built into other things? (such as online games and handheld games consoles) Can I make judgments in order to stay safe, whilst communicating with others online.? Can I tell an adult if anything worries them online? Can I Identify dangers when presented with scenarios, social networking profiles etc.? Can I articulate examples of good and bad behaviour online? .

Year 5

Year group		Topic	Key concept: What are they learning?
5	Multimedia	Graphics	Can I acquire, store and combine images from cameras or the internet for a purpose? Can I edit pictures using a range of tools and previous knowledge in a graphics program for a specific purpose?
5		Text	Can I use both hands to type? Can I use a variety of font sizes, styles and colours? Can I copy and paste within specific text? Can I save and retrieve documents?
5		Sound recording	Can I collect audio from a variety of resources including own recordings and internet clips?
5		Animation	Can I plan a multi-scene animation including characters, scenes, camera angles and special effects? Can I adjust the number of photographs taken and the playback rate to improve the quality of the animation? Can I publish their animation and use a movie editing package to edit/refine and add titles?
5		Video	Can I storyboard and capture videos for a purpose? Can I plan for the use of special effects and transitions? Can I insert music to enhance video? Can I save my file?
5		Presentation	Can I create a multi slide presentation within a group or with a partner? Can I use transitions and animations to improve the quality of the presentation? Can I Include sounds within my presentation? Can I present to a large group or class using the notes made?

5	Programming	Using a scratch type program (uses an avatar and needs coding)	Can I use infinite loops to control sprites? Can I create and edit variables? Can I use a range of conditional statements? Can I design my own game including sprites and backgrounds? Can I use conditional statements, loops and variables within my game? Can I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs?
5	Online	Internet Research	Can I type in a URL or use a range of search engines to find a website? Can I add and use websites from a favourites list? Can I use strategies to check the reliability of information (cross check with another source such as books)?
5		Emails	Can I log into an email account, open, create and send an email? Can I attach files to an email? Can I download and save files from an email? Can I email more than one person and reply to all?
5		Blogging	Can I register for a blog? Can I create a new post, save it as a draft and publish it? Can I embed photos and videos into my posts?
5	Data	Data	Can I create data collection forms and enter data from these? Can I understand how to check for and spot inaccurate data? Can I sort and filter information? Can I present my data?

5	E-Safety	E-Safety	Can I judge what sort of privacy settings might be relevant to reducing different risks? Can I judge when and when not to answer a question online? Can I be a good online citizen and friend and understand what it means to be a good citizen and friend online? Can I articulate what constitutes good behaviour online? Can I use different sources to double check information found online? Can I discuss scenarios involving online risk?

Year 6

Year group		Topic	Key concept: What are they learning?
6	Multimedia	Graphics	Can I acquire, store and combine images from cameras or the internet for a purpose? Can I edit pictures using a range of tools and previous knowledge in a graphics program for a specific purpose?
		3D printing	Can I use internet-based software to create a 3D representation? Can I use available tools to move, manipulate, change and modify my design? (using arrange of shapes, changing shapes, changing sizes etc..) Can I present my final design and product?
6		Text	Can I use both hands to type and speed? Can I copy and paste within specific texts? Can I insect tables, graphs or pictures? Can I use a range of functions to change and manipulate texts? Can I use short cuts to copy and paste?
6		Sound Recording	Can I create a multi-track recording using effects? Can I edit and refine their work to improve outcomes?
6		Video	Can I capture videos for a purpose? Can I use of special effects and transitions to enhance my video? Can I trim, arrange and edit audio levels to improve quality of their outcome? Can I export my video?
6		Presentation	Can I work independently to create a multi slide presentation that includes speakers notes? Can I use transitions and animations to improve the quality of the presentation? Can I Include sounds and moving graphics in the slides? Can I present to a large group or class using the notes made?

6	**Programming**	**Using a scratch type program(uses an avatar and needs coding)**	Can I use external triggers and infinite loops to control sprites? Can I create and edit variables? Can I use conditional statements effectively? Can I design my own game including sprites, backgrounds, scoring and/or timers? Can I use conditional statements, loops, variables and broadcast messages in the game? Can I ensure that the game finishes when a player wins or loses and ensure that the player knows they have won or lost? Can I evaluate the effectiveness of the game and debug as required?
6	**Online**	**Internet Research**	Can I use advance search functions in Google (quotations)? Can I understand websites such as Wikipedia are made by users (link to E-Safety)? Can I use strategies to check the reliability of information (cross check with another source such as books)? Can I use my knowledge of domain names to aid their judgment of the validity of websites?
6		**Blogging**	Can I register for a blog, select a URL and navigate to their blog once it is created? Can I alter the theme and appearance of my blog, adding background images etc? Can I create a new post, save it as a draft and publish it? Can I embed photos, hyperlinks and videos into posts? Can I reorganise posts and remove posts I no longer want? Can I build up my blog content over the year?
6	**Data**	**Data**	Can I create data collection forms and enter data accurately from these? Can I know how to check for and spot inaccurate data? Can I know which formulas to use when I want to change my spreadsheet model? Can I make graphs from the calculations on my spreadsheet? Can I sort and filter information? Can I understand that changing the numerical data effects a calculation? Can I present and answer questions about my data?

| 6 | E-Safety | E-Safety | Can I judge and explain what sort of privacy settings might be relevant to reducing different risks?
Can I judge and explain when and when not to answer a question online?
Can I be a good online citizen and friend?
Can I articulate what constitutes good behaviour online across different media platforms?
Can I use different sources to double check information found online?
Can I discuss scenarios involving online risk using a range of different media platforms?
Can I find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc)?
Can I click-CEOP button and explain to parents what it is for?
Can I discuss and explain different scenarios involving online risk?
Can I state the source of information found on the Internet?
Can I act as a role model for younger pupils? |