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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 |  | * To take a photo using an ipad * To take a photo using a camera * To use paint software | * Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. * Enter information into a simple branching database, database or word processor and use it to answer questions. * They save, retrieve and edit their work | * To use an online search engine * To add and edit text * To add and manipulate an image * To cut and paste | * Use advanced tools in word processing such as tabs, appropriate text formatting, line spacing etc. * To cut and paste * To integrate graphics into a presentation * Perform searches using different search engines and check the results against each other, | * Capture photos * Edit digital photos * Import music | * Source, capture and manipulate images as part of a bigger project * Use effects for meaning rather than to impress |
| Autumn 2 |  | * To use a simple pictogram to create a graph * To use a simple simulation programme * To collect data in an organised way | * Generate their own work combining text and graphics. * Save and retrieve and edit their work | * To create a sequence of instructions * To work logically * To make predictions | * To research using online tools * To insert images and text * To edit the formatting of the report | * Upload videos and blogs onto the school website * Use imovie / ipads * Import sounds files * Send and receive emails | * To research using online tools * To insert images and text * To edit the formatting of the report |
| Spring 1 |  | * Choose suitable sounds * To use a recorder | * To select and import already existing music and sound effects * To record their own music or sound effects | * Record sounds using a recording device * Import sounds from a sound file onto a document | * Manipulate digital images using a range of tools in appropriate software | * Use a data logger * Capture intermittent or continuous data readings * Enter data into a spreadsheet * Know how to enter simple formulae | * Create sequences of commands to control devices * Design, build, test, evaluate and modify a system |
| Spring 2 |  | * To input a picture onto a document * To save work * To open a file * To use a mouse to navigate around a page | * Control a device, making predictions about the effect their programming will have   To plan ahead | * To know how to open, save a file * To understand and be able to navigate around a tool bar * To have an understanding of how paint program works * To input text | * To type a short set sequence of instructions to plan ahead * Write procedures to predict, test and modify   Use control software to control devices | * To capture still and moving images * To video using iMovie * To upload to file onto the school website * To use a range of tools on iMovie to improve and edit their work | * Abide by school rules for e-safety * Independently search the internet using a variety of techniques to find a range of information and resources on a specific topic * Be able to validate information and check for bias and accuracy |
| Summer 1 |  | * To combine text and graphics * To edit text and graphics in a document * Begin to research using the internet | * Children use a search engine to find specific relevant information * To save and retrieve their work * To use the back and forward buttons on websites * To use hyperlinks | * Follow the e-safety rules of school * To be able to open and close a search engine * Navigate between webpages * To know how to scroll through web pages to locate information | * Use advanced tools, appropriate text formatting, line spacing etc to create quality presentations for a known audience * Integrate sound and video for on-screen presentations | * Use advanced tools in word processing such as tabs, appropriate text formatting, line spacing etc. * Cut and paste text and images * Integrate graphics into a presentation and manipulate them * Perform searches using different search engines and check the results against each other * To inset sound files into a presentation * To add hyperlinks | * Plan and carry out data collection * Organise and analyse data * Present findings |
| Summer 2 |  | * To plan a set of instructions * To give precise instructions | * To use a camera * To download images   To save images | * To collect data * To create a graph or table from data * To interpret data | * Set up and use a spreadsheet model to explore patterns and relationships * Enter information into a data collection sheet and interrogate it (searching, sorting and graphing) * Reflect on how useful the information was in answering a given question | * To identify and debug an algorithm * To use functions * Apply loops into an algorithm * Use functions with parameters | * Source, capture and manipulate images as part of a bigger project * Use effects for meaning rather than to impress * To research using online tools * To insert images and text * To edit the formatting of the report * Share ICT they have done electronically |