

EYFS	KNOWLEDGE and SKILLS					
Nursery	<p>Understanding the world- technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet 					
Reception	<p>Understanding the world- technology</p> <ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age-appropriate computer software • Can use the internet with adult supervision to find and retrieve information of interest to them • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies 					
Key Stage 1 and 2	Text and Multimedia	Digital Images (photos, paint, animation)	Sound and music (including sound recorders)	Electronic communication	Research and E Safety	Control (algorithms)
Year 1	<p>Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.</p> <p>Control simple everyday devices to make them produce different outcomes.</p>	<p>Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.</p>	<p>Chose suitable sounds from a bank to express their ideas.</p> <p>Record short speech.</p>	<p>Contribute ideas to a class email to another class / school etc.</p>	<p>As a class exercise, children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.).</p> <p>They show an awareness of different forms of information.</p>	<p>Control simple everyday devices to make them produce different outcomes.</p>
Year 2	<p>Generate their own work, (with help where appropriate with multimedia) combining text, graphics, and sound. Save and retrieve and edit their work.</p>	<p>Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea.</p> <p>Create a simple animation to tell a story.</p>	<p>Compose music from icons.</p> <p>Produce a simple presentation incorporating sounds the children have captured or created.</p>	<p>Work collaboratively by email to share and request information of another class or story character.</p>	<p>Children use a search engine to find specific relevant information to use in a presentation for a topic.</p>	<p>They save and retrieve their work.</p> <p>Control a device, on and off screen, making predictions about the effect</p>

						their programming will have.
Year 3	Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feedback.	Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.	Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.	Share ICT work they have done electronically by email, VLE, or uploading to authorised sites.	Begin to understand the need to abide by school e-safety rules. Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate.	Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.
Year 4	Use advanced tools in word processing/ DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.	Make a short film / animation from images (still and / or moving) that they have sourced, captured, or created.	Create multiple track compositions that contain a variety of sounds.	Share ICT work they have done electronically by email, VLE, or uploading to authorised sites. Where possible seek and respond to feedback.	Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for an audience. They show an understanding that not all information on the internet is accurate. Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy.	Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming.
Year 5	Multimedia work shows restrained use of effects that help to convey meaning rather than impress.	Use images that they have sourced / captured / manipulated as part of a bigger project (e.g. presentation or document).	Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience.	Abide by school rules for e-safety.	Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make	Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.
Year 6						

					appropriate use of selected resources for given audiences, acknowledging material used where appropriate.	
--	--	--	--	--	---	--