Bury and Whitefield
JEWISH PRIMARY SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**ELG** 1. Children recognise that a range of technology is used in places such as homes and schools. 2. They select and use technology for particular purposes. **Exceeding** 1. Children find out about and use a range of everyday technology. 2. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on as steam train.					
Year 1 & **2**	**Text and Multimedia in ICT/ Sound** • Word processing skills ➢ Can they word process ideas using a keyboard? ➢ Can they use the spacebar, back space, enter, shift and arrow keys? • Presentation skills ➢ Can they record a sound and play it back? ➢ Can they record pupils' voices as a voice over? ➢ Can they capture images with a camera? ➢ Can they print out a photograph from a camera with help? • Presentation skills ➢ Can they experiment with text, pictures and animation to make a simple slideshow? ➢ Can they word process	**Understanding Instructions and making things happen** • Programming Toys ➢ Can they create a simple series of instructions – left and right? ➢ Can they record their routes? ➢ Do they understand forwards, backwards, up and down? ➢ Can they put two instructions together to control a programmable toy? ➢ Can they begin to plan and test a Bee-bot journey?	**Digital Photography** • Painting ➢ To use technology purposefully to create, organise, store, manipulate and retrieve digital content • Computer Art ➢ Can they use the shape tools to draw?	**e-communication** • Email ➢ Do they recognise what an email address looks like? ➢ Have they joined in sending a class email? ➢ Can they use the @ key and type and email address? ➢ Can they print out a page from the internet? ➢ Can they send and reply to messages sent by a safe email partner (within school)?	**Searching and sorting information** • Using the Internet ➢ Can they find information on a website? ➢ Can they click links in a website? ➢ Can they print a web page to use as a resource?	**Understanding Instructions and making things happen** ➢ Programming with Scratch Jr ➢ Can they create a simple series of instructions – left and right? ➢ Can they record their routes? ➢ Do they understand forwards, backwards, up and down? • Programming Turtle Logo and Scratch ➢ Can they predict the outcomes of a set of instructions? ➢ Can they use right angle turns? ➢ Can they use repeat commands? ➢ Can they test and amend a set of instructions? ➢ Can they write a simple program and test it? ➢ Can they predict what the outcome of a simple program will be?

	a piece of text? ➢ Can they insert/delete a word using the mouse and arrow keys? ➢ Can they highlight text to change its format (**B, U, I**)? ➢ Can they record sounds into software and playback? ➢ Can they insert pre-recorded sounds into a presentation? ➢ Can they capture still and moving images?					
Year 3	**Digital Photography** • Drawing and Desktop Publishing ➢ Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ➢ Can they review images on a camera and delete unwanted images? ➢ Have they experienced downloading images from a camera into files on the computer? ➢ Can they use photo editing software to crop photos and add effects?	**e-communication** • Email • Blog ➢ Can they use the email address book? ➢ Can they open and send an attachment? ➢ Can they contribute to a class blog?	**Searching and sorting information** • Branching Databases ➢ Can they input data into a prepared database? ➢ Can they sort and search a database to answer simple questions? ➢ Can they use a branching database?	**Searching and sorting information** • Internet Research and Communication ➢ Can they find relevant information by browsing a menu? ➢ Can they search for an image, then copy and paste it into a document? ➢ Can they use 'save picture as' to save an image to the computer? ➢ Can they copy and paste text into a document? ➢ Do they begin to use note making skills to decide what text to copy? ➢ Can they search by keyword using a child friendly search engine? ➢ Can they bookmark a page into your favourites?	**Text and Multimedia in ICT** • Presentation Skills ➢ Can they create a presentation that moves from slide to slide and is aimed at a specific audience? ➢ Can they combine text, images and sounds and show awareness of audience? ➢ Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? ➢ Can they manipulate sound when using simple recording story boarding?	**Understanding Instructions and making things happen** • Programming Turtle Logo and Scratch ➢ Can they experiment with variables to control models? ➢ Can they use 90 degrees and 45 degree turns? ➢ Can they give an on-screen robot directional instructions? ➢ Can they draw a square, rectangle and other regular shapes on screen, using commands? ➢ Can they write more complex programs? ➢ Can they use repeat command in logo to create a pattern?

Year 4	Understanding Instructions and making things happen	Text and Multimedia in ICT/ Using the Internet	Understanding Instructions and making things happen	Searching and sorting information	Text and Multimedia in ICT / Sound in ICT	Digital Photography
	• Programming Turtle Logo and Scratch ➢ Can they experiment with variables to control models? ➢ Can they use 90 degrees and 45 degree turns? ➢ Can they give an on-screen robot directional instructions? ➢ Can they draw a square, rectangle and other regular shapes on screen, using commands? ➢ Can they write more complex programs? ➢ Can they use repeat command in logo to create a pattern? This is the topic from previous year, missed out due to school closure. This is replacing E-communication due to a lot of time spent on emails during Summer term of Y3.	• Word processing ➢ Can they use a search engine to find a specific website? ➢ Can they use note-taking skills to decide which text to copy and paste into a document? ➢ Can they use tabbed browsing to open two or more web pages at the same time? ➢ Can they open a link to a new window? ➢ Can they open a document (PDF) and view it? ➢ Can they use photo editing software to crop photographs and add effects?	• Scratch: Questions and Quizzes • Programming: Turtle Logo ➢ Can they use repeat instructions to draw regular shapes on screen, using commands? ➢ Can they experiment with variables to control models? ➢ Can they make turns specifying the degrees? ➢ Can they give an on-screen robot specific directional instructions that takes them from x to y? ➢ Can the make accurate predictions about the outcome of a program they have written?	• Spreadsheets ➢ Can they input data into a prepared database? ➢ Can they search and sort a database to answer simple questions? ➢ Do they recognise what a spreadsheet is? ➢ Can they use the terms 'cells', 'rows' and 'columns'? ➢ Can they enter data, highlight it and make bar charts? ➢ Can they copy and paste the graph/ bar chart and use it in a WP document?	• Animated PowerPoint ➢ Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? ➢ Can they insert sound recordings into a multi-media PowerPoint? ➢ Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? ➢ Can they use animation in their presentation?	• Photo Stories ➢ Can they capture images using webcams, screen capture, scanning, visualiser and internet? ➢ Can they choose images and download into a file? ➢ Can they download images from the camera into files on the computer? ➢ Can they copy graphics from a range of sources and paste into a desktop publishing program? ➢ Can they use photo editing software to crop photographs and add effects?

Year 5	Searching and sorting information	e-communication	Text and Multimedia in ICT	Understanding Instructions and making things happen	Digital Photography	Sound in ICT
	• Flowol • Spreadsheets ➢ Can they create a formula in a spreadsheet and then check for accuracy and plausibility? ➢ Can they search databases for information using symbols such as =, > or <? ➢ Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents?	• Internet Research & Webpage Design ➢ Can they use a search engine using keyword searches? ➢ Can they compare the results of different searches? ➢ Can they decide which sections are appropriate to copy and paste from at least two web pages? ➢ Can they save stored information following simple lines of enquiry? ➢ Can they download a documents and save it to the computer? ➢ Can they make a home page for a website that contains links to other pages? ➢ Can they capture sounds, images and video?	• Word processing and presentation skills ➢ Can they use a range of presentation applications? ➢ Can they capture sounds, images and video? ➢ Can they use the word count tool to check the length of a document? ➢ Can they use bullets and numbering tools? ➢ Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? ➢ Can they make an information poster using graphics skills to good effect?	• Scratch: Developing Games • Game Creator ➢ Can they combine sequences of instructions and procedures to turn devices on or off? ➢ Do they understand input and output? ➢ Can they use an ICT program to control an external device that is electrical and/or mechanical? ➢ Can they use ICT to measure sound or light or temperature using sensors? ➢ Can they explore 'What if' questions by playing adventure or quest games? ➢ Can they write programs that have sequences and repetitions?	• Video • Communicating ➢ Can they use a range of presentation applications? ➢ Do they consider audience when editing a simple film? ➢ Do they know how to prepare and then present a simple film? ➢ Can they use ICT to record sounds and capture both still and video images? ➢ Can they work on simple film editing? ➢ Can they use instant messaging to communicate with class members? ➢ Can they conduct a video chat with someone elsewhere in the school or in another school?	• Radio Station ➢ Can they listen to streaming audio such as online radio? ➢ Can they download and listen to podcasts? ➢ Can they produce and upload a podcast? ➢ Can they manipulate sounds using Audacity? ➢ Can they select music from open sources and incorporate it into multimedia presentations?

	Searching and sorting information	-communication / Using the Internet	Understanding Instructions and making things happen	Sound in ICT	Digital Photography	Text and Multimedia in ICT
Year 6	• Spreadsheets ➢ Can they collect live data using data logging equipment? ➢ Can they identify data error, patterns and sequences? ➢ Can they use the formulae bar to explore mathematical scenarios? ➢ Can they create their own database and present information from it?	• blog ➢ Can they contribute to discussions online? ➢ Can they use a search engine using keyword searches? ➢ Can they use complex searches using such as '+', 'OR'? ➢ Can they compare the information provided on two tabbed websites looking for bias and perspective? ➢ Can they conduct a video chat with people in another country or organisation? ➢ Can they conduct a video chat with more than one person at a time?	• Kodu Programming ➢ Can they explain how an algorithm works? ➢ Can they detect errors in a program and correct them? ➢ Can they use an ICT program to control a number of events for an external device? ➢ Can they use ICT to measure sound, light or temperature using sensors to interpret the data? ➢ Can they explore 'what if' questions by planning different scenarios for controlled devices? ➢ Can they use input from sensors to trigger events? ➢ Can they check and refine a series of instructions?	• Scratch: Animated Story ➢ Can they create a sophisticated multimedia presentation?	• Film Making ➢ Can they present a film for a specific audience and then adapt the same film for a different audience?	• Newspaper ➢ Can they confidently choose the correct page set up option when creating a document? ➢ Can they confidently use text formatting tools, including heading and body text? ➢ Can they use the hanging indent tool to help format work where appropriate (e.g. a play-script?) ➢ Can they incorporate graphics where appropriate, using the most effective text wrapping formats? ➢ Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc...)? ➢ Can they add special effects to alter the appearance of a graphic? Can they make an information poster using their graphics skills to good effect?