

Newton Tony Primary School CE VC
Computing Skills and Knowledge

	Multi-media text and images	Multi-media sound and motion	Technology in our lives	Coding and programming	Online Safety	Data Handling
Hedgehogs Class (EYFS)	Use control buttons to play back captured still or moving images, becoming familiar with the control buttons, (e.g. using play, stop and pause).	Explore a range of electronic music and sound devices and software. Record sounds with different resources.	Know how technology is used in my own home. Know that technology has changed since my adults were young.	Give simple commands to a digital device (Beebots). Use a mouse, touch screen or appropriate access device to target and select options on screen.	Know how to be safe online. Know that a password is secret. Recognise who they can ask for help and know when they need help.	Collect information, (e.g. by taking photographs or collecting objects). Represent simple data on a digital device.
Foxes Class Y1/2	Use applications and devices in order to communicate ideas. Select and use various tools, such as brushes, pens, eraser, stamps and shapes. To be able to save, retrieve and organise work.	Use software to record sounds. Change sounds recorded. Save, retrieve and organise work.	Recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping. Use links to websites to find information. Recognise age-appropriate websites.	Give commands one at a time to control direction and movement. Control the nature of events: repeat, loops, single events and add and delete features. Improve/change their sequence of commands by debugging.	Identify what is appropriate and inappropriate behaviour on the internet. Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords. Seek help from an adult when they see something that is unexpected or worrying.	Talk about different ways data can be organised. Collect, record and sort data. Use technology to represent data.
Squirrels Class Y3/4	Create different effects with different technological tools, demonstrating control. To be able to insert a picture /text /graph/hyperlink from the internet or a personal file. Save, retrieve and evaluate work, making amendments.	Use software to record, create and edit sounds and capture still images. Change recorded sounds, volume, duration and pauses. Crop and arrange clips to create a short film.	Explain ways to communicate with others online. Describe the world wide web as the part of the internet that contains websites. Use search tools to find and use an appropriate website and content.	Write a program, putting commands into a sequence to achieve a specific outcome. Give a set of instructions to follow and predict what will happen. Keep testing a program and recognise when it needs to be debugged.	Identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying. Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords. Seek help from an adult when they see something that is unexpected or worrying.	Talk about the different ways data can be organised. Sort and organise information to use in other ways. Search a ready-made database to answer questions.
Badgers Class Y5/6	Use the skills already developed to create content using unfamiliar technology. Select, use and combine the appropriate technology tools to create effect. Save, retrieve and evaluate their work,	Collect audio from a variety of resources including own recordings and internet clip. Trim, arrange and edit audio levels to improve quality.	Search for information using advanced search functions. Use strategies to check the reliability of information cross-check with another source such as books). Check the reliability of a website, including the photos on site.	Follow and modify a sequence of instructions, e.g. in a flowchart. Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.	Protect their password and other personal information. Discuss scenarios involving online risk. Agree and follow sensible online safety rules. Seek help from an adult when they see something that is unexpected or worrying.	Construct data on the most appropriate application. Know how to interpret data. Use keyboard shortcuts to input data on spreadsheets

	making amendments and support others to improve their work.	Publish their animation and use a movie editing package.		Keep testing a program and recognise when it needs to be debugged.		add data to an existing database.
Children should be able to use key vocabulary to demonstrate knowledge and understanding in each strand.						