

	Autumn 1 <i>Digital Literacy</i>	Autumn 2 <i>Information Technology</i>	Spring 1 <i>Computer Science</i>	Spring 2 <i>Digital Literacy</i>	Summer 1 <i>Information Technology</i>	Summer 2 <i>Computer Science</i>
Year 1	Children begin to learn about the different ways we can communicate online. They compose a class email together and look at different means of online communication.	Children explore how digital devices can be used to create images. They experiment with taking their own images and videos and selecting and uploading their images.	Children have their first introduction to Block Coding, learning that computers respond to clear instructions. They build simple games that use event and movement blocks.	Children are introduced to simple presentation software, using pictures and words to write a story linked to other areas of the Year 1 curriculum.	Children learn about digital paint packages, using a program to create their own artwork, linked with different areas of the year 1 curriculum.	Children build on their block coding knowledge and learn to combine 'input' and 'start-up' blocks to build simple games.
Year 2	Children build on their previous knowledge of digital communication, comparing the advantages and disadvantages of different forms of correspondence and collaboratively responding to digital messages.	Children start to develop basic computing editing skills, through an introduction to word processing. They learn how to use simple punctuation and make basic changes to the presentation of their work.	Children begin to learn about different sorts of inputs using block coding. They learn that both a keyboard and a mouse can be used to control events and build these into a variety of games.	Children begin to use age-appropriate search engines to research, linked to the wider year 2 curriculum. They also begin to learn about how technology can be used in real life, through using and creating QR codes.	Children build on their knowledge of presentation software, learning how to combine graphics, text and sound to enhance their presentations, They are introduced to importing their own images and sounds into their work.	Children use block coding to learn how one object can be used to control another, through coding a button in their games. They are also introduced to more 'action' blocks through building simple games.
Year 3	Children learn about the different types of online discussions, such as blogs and quizzes. They work collaboratively to produce their own piece of online work, utilising more advanced editing skills, such as different fonts and backgrounds.	Children build on their previous learning about digital photography, learning to be more discerning when taking and choosing images. They learn basic editing techniques and how to present their images as a presentation.	Children build on their block-code knowledge by learning to make things happen in a sequence, creating simple animations and simulations.	Children are introduced to computer databases. They are taught to understand the basic structure of a database, edit and add to existing database and use data to create graphs and charts.	Children use music software to select, record and organise sounds. They use digital technologies to create tunes with a beginning, middle and end.	Children are introduced to conditional statements in their block coding. They learn to code with 'if' statements, which select different pieces of code to execute depending on what happens to other objects.

<p>Year 4</p>	<p>Children learn to open, read and reply to an email sent by the class teacher, giving thought to audience and purpose. They collaborate to produce a document, learning to embed media (images and links) within their work.</p>	<p>Children begin to be more discerning in their analysis of a range of media, including their own work. They plan and create a presentation, linked to other areas of the Year 4 curriculum, showing an increasing awareness of their intended audience. They develop their skills of importing media to improve their work.</p>	<p>Children are introduced to variables and learn how computers use them to count things and keep track of inputs and events. They build various block-coding games and adjust the variables, observing how this affects the game.</p>	<p>Children build on their previous knowledge of databases and learn to build their own database. They learn to change data and observe the results, as well as to explore branching databases.</p>	<p>Children develop their digital camera skills, learning to capture video and organise their clips using digital software. They create a stop-animation project, linked to other areas of the Year 4 curriculum.</p>	<p>Through making block-coding games, children learn how computers use repetition and loops to do things over and over again (and again!).</p>
<p>Year 5</p>	<p>Children build on their previous learning about filming to collaboratively create a film project that explores a myriad of filming techniques and camera angles. They plan, film and edit a film project, using a range of hardware and software.</p>	<p>Children evaluate a range of digital media and recognise key features of their layout and design. They use these features to present work related to other areas of the Year 5 curriculum. In doing so, children independently select and import graphics and sounds to enhance their work.</p>	<p>Looking at more advanced block-coding, children learn how computers use numbers to represent things such as how fast things are moving, and where they are within a game or app. They build various games and are given the opportunity to build their own app.</p>	<p>Children learn how to safely communicate with other children, both in and outside of school. Under adult supervision, they exchange ideas within school using various modes of electronic communication and also learn how to safely collaborate with the wider community to complete a piece of work.</p>	<p>Children begin to learn about differences in layout, language and format of digital media, dependent on the intended audience. Within their class, they produce, edit and publish work on to Google Classroom, which their peers evaluate using set criteria. They then make suitable improvements and additions.</p>	<p>Children are introduced to the basics of a new coding language called Python. They learn how written coding languages follow algorithms and create simple programs, using Python to create and run apps and games.</p>
<p>Year 6</p>	<p>Children combine all previous learning about filming and photography to independently plan, create and edit a project, linked to the Year 6 curriculum. They are asked to show an increasing degree of skill in selecting filming and editing techniques, consistently considering their intended audience.</p>	<p>Children produce a portfolio of written and visual work and projects to be shared with other children, using presentation software to enhance the delivery of content and information. They use peer assessment and self-evaluation, to evaluate projects and make suitable improvements.</p>	<p>In their final look at block-coding, children learn to use variables in more complex ways, and to manipulate inputs to create useful outputs. They build various games and are given the opportunity to build their own app.</p>	<p>Children learn about the issues of copyright and 'fake news' that surround digital media. They use various sources to research a topic linked to the wider Year 6 curriculum, learning how to recognise bias, copyright issues and the need to cross-reference.</p>	<p>In their final digital media project, children are given a brief with a specific audience and purpose. They learn to record, edit, reorganize and enhance digital video, photographs and sounds for this specific purpose and audience.</p>	<p>Children build on their previous knowledge of Python, using loops, variables and co-ordinates to create different graphics and shapes. They debug their games to find and fix errors.</p>

