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|  | KS1 | LKS2 | UKS2 |
| **Multimedia Text and Images** | Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.**KS1 Computing National Curriculum**Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.Children can: a add text strings, text boxes and show and hide objects and images, manipulating the features;b use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;c use applications and devices in order to communicate ideas, work, messages and demonstrate control;d save, retrieve and organise work;e use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. | Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.Lower KS2 Computing National CurriculumChildren understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration. They select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.Children can: create different effects with different technological tools, demonstrating control;use appropriate keyboard commands to amend text on a device;use applications and devices in order to communicate ideas, work, and messages;save, retrieve and evaluate work, making amendments;insert a picture/text/graph/hyperlink from the internet or a personal file;use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck. | Children begin to look at new software, creating 3D models and learning how to orbit, zoom and develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.Upper KS2 Computing National CurriculumChildren select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.Children can: use the skills already developed to create content using unfamiliar technology;select, use and combine the appropriate technology tools to create effect;review and improve their own work and support others to improve their work;save, retrieve and evaluate their work, making amendments;insert a picture/text/graph/hyperlink from the internet or personal file;use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide. |
| **Multimedia Sound and Motion**  | Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.KS1 Computing National CurriculumChildren use technology purposefully to create, organise, store, manipulate and retrieve digital content.Children can: use software to record sounds;change sounds recorded;save, retrieve and organise work;use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound. | Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.Lower KS2 Computing National CurriculumChildren select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.Children can: use software to record, create and edit sounds and capture still images;change recorded sounds, volume, duration and pauses;use software to capture video for a purpose;crop and arrange clips to create a short film;plan an animation and move items within each animation for playback;use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame. | Children begin to look more into multimedia broadcasting, learning new skills including recording jingles, podcasts and narration. They become more confident in post-production with editing, trimming and refining their work based on plans they have made.Upper KS2 Computing National CurriculumChildren select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.Children can: collect audio from a variety of resources including own recordings and internet clips;use a digital device to record sounds and present audio;trim, arrange and edit audio levels to improve quality;publish their animation and use a movie editing package to edit/refine and add titles;use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload. |
| **Handling Data** |  | Children begin to explore expressing information in tables, sorting and organising information for others to be able to understand. Lower KS2 Computing National CurriculumChildren select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.Children can: 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;use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table. | Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.Upper KS2 Computing National CurriculumChildren select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.Children can: construct data on the most appropriate application; know how to interpret data, including spotting inaccurate data and comparing data;use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets;add data to an existing database;use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending. |