



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Multimedia	<p>Children can...</p> <ul style="list-style-type: none"> • use applications and devices in order to communicate ideas, work, messages and demonstrate control • save, retrieve and organise work • create different effects with different technological tools, demonstrating control • use software to record sounds • change sounds recorded • copy and paste an image or text • use software to capture video for a purpose 	<p>Children can...</p> <ul style="list-style-type: none"> • use appropriate keyboard commands to amend text on a device • save, retrieve and evaluate work, making amendments • insert a picture/text/graph/hyperlink from the internet or a personal file • 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 • plan an animation and move items within each animation for playback 	<p>Children can...</p> <ul style="list-style-type: none"> • use the skills already developed to create content • select, use and combine the appropriate technology tools to create effect • review and improve their own work and support others to improve their work • collect audio from a variety of resources including own recordings • use a digital device to record sounds and present audio • publish their animation 	<p>Children can...</p> <ul style="list-style-type: none"> • use the skills already developed to create content using unfamiliar technology • collect audio from a variety of resources including own recordings and internet clips • trim, arrange and edit audio levels to improve quality • publish their animation and use a movie editing package to edit/refine and add titles
Handling Data			<p>Children can...</p> <ul style="list-style-type: none"> • sort and organise information to use in other ways • search a ready-made database to answer questions • construct data on the most appropriate application • know how to interpret data, including spotting inaccurate data and comparing data 	<p>Children can...</p> <ul style="list-style-type: none"> • use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets • add data to an existing database
Technology in our lives	<p>Children can...</p> <ul style="list-style-type: none"> • explain ways to communicate with others online 	<p>Children can...</p> <ul style="list-style-type: none"> • describe the world wide web as the part of the internet that contains websites • add websites to a favourites list • use search tools to find and use an appropriate website and content • use strategies to improve results when searching online • use links to websites to find information • recognise age-appropriate websites 	<p>Children can...</p> <ul style="list-style-type: none"> • search for information using appropriate websites and advanced search functions within Google • 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 	<p>Children can...</p> <ul style="list-style-type: none"> • talk about the way search results are selected and ranked • tell you about copyright and acknowledge the sources of information



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Coding and Programming	<p>Children can...</p> <ul style="list-style-type: none"> • give a set of instructions to follow and predict what will happen • improve/change their sequence of commands by debugging • use variables to create an effect, e.g. repetition, if, when, loop 	<p>Children can...</p> <ul style="list-style-type: none"> • use logical thinking to solve an open-ended problem by breaking it up into smaller parts • write a program, putting commands into a sequence to achieve a specific outcome • keep testing a program and recognise when it needs to be debugged 	<p>Children can...</p> <ul style="list-style-type: none"> • use external triggers and infinite loops to demonstrate control • follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols • design solutions to debugging a program 	<p>Children can...</p> <ul style="list-style-type: none"> • use conditional statements and edit variables • decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program • start to detect and correct syntactical errors
Online Safety	<p>Children can...</p> <ul style="list-style-type: none"> • 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 • demonstrate how to safely open and close applications and log on and log off from websites 	<p>Children can...</p> <ul style="list-style-type: none"> • reflect on their own digital footprint and behaviour online • identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying • demonstrate understanding of age-appropriate websites and adverts 	<p>Children can...</p> <ul style="list-style-type: none"> • protect their password and other personal information • be a good online citizen and friend 	<p>Children can...</p> <ul style="list-style-type: none"> • judge what sort of privacy settings might be relevant to reducing different risks • discuss scenarios involving online risk