Year 3	Technology in our lives –**Understanding and access key learning platforms: Teams, OneNote, TT Rockstars, Accelerated reader, Century Online** Coding and programming - **Programming Turtle logo** Technology in our lives - **Word processing** Multimedia text and images - **Sway** Coding and programming -**Scratch**
Year 4	Multimedia text and images – **Branching Stories** Coding and programming - **Programming Turtle logo** Coding and programming – **Sensing movement (Micro:bit)** Multimedia text and images- **Photo editing** Coding and programming – **Scratch – developing games**
Year 5	Coding and programming - **Scratch-Selection in quizzes** Multimedia sound and Motion -**Audio production-Podcast** Coding and programming - **Variables in games** Technology in our lives & Multimedia text and images - **3D modelling: Sketch up** Handling Data – **Flat file database**
Year 6	Coding and programming - **Scratch: animated stories** Handling Data – **Spreadsheets** Technology in our lives & Multimedia text and images- **Web page creation** Multimedia sound and Motion - **Film making**

Year 3

Technology in our lives –**Understanding and access key learning platforms: Teams, OneNote, TT Rockstars, Accelerated reader, Century Online**
- Embed the use of MS Teams and OneNote through targeted lessons in class and for homework.

Programming Turtle Logo
- Write a program which accomplishes a specific goal.
- Create a program that includes a logical sequence.
- Debug a program they have written

Word processing
- Select single words.
- Cut, copy and paste text.
- Format the font.
- Insert images.
- Copy a screenshot into another application.
- Use a secure password.
- Use <ctrl> keyboard shortcuts
- produce a written piece of work using the skills taught through the lessons. Using 'green screen' children can deliver their piece of work using backgrounds to support their ideas. Example – write weather/news report.

Sway
- Use a computer to write
- Add and remove text on a computer
- Changing the look of text and identifying which tools achieve the most appropriate outcome
- Creating documents by modifying a text, images and page layouts for a specified purpose.

Scratch
- Begin by moving a sprite in four directions (up, down, left, and right).
- Explore movement within the context of a maze
- Introduce programming extensions, through the use of **Pen** blocks
- Draw lines with sprites and change the size and colour of lines.
- Designing and coding their own maze-tracing program.

Year 4
Branching stories - Presentation skills • Create a simple presentation • Create shapes • Create a hyperlink to another slide • Use slide transitions • Insert audio and video files • Record audio onto a slide • Create simple slide templates • Copy and organise slides as required
Programming Turtle logo • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 • Draw shapes using setpos or setxy. • Fill shapes in different colours. • Draw arcs of different sizes as required.
Sensing movement (Micro:bit) • Designing and coding a project that captures inputs from a physical device. • Design, write and debug programs that accomplish specific goals. • Use sequence, selection and repetition in programs; working with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • 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. • Introduced to the micro:bit as an input, process, output device that can be programmed. • Explore how if, then, else statements are used to direct the flow of a program.

Photo editing

- How digital images can be changed and edited
- How they can then be resaved and reused
- Add to the composition of an image by cloning
- Combine images for a purpose
- The impact editing images can have
- Evaluate the effectiveness of their choices

Scratch - developing games

- Move and edit blocks as part of an algorithm
- Program an algorithm as a sequence of game instructions with actions and consequences
- Add additional effects and features, such as sound or point scoring, to enhance the appeal of a game

Year 5

Scratch- Selection in quizzes
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Move and edit blocks to create an algorithm
- Explore conditions and how they are used to control actions in a program
- Identify the conditions and outcomes in an 'if… then… else…' statement
- Deign a program which uses selection

Audio production – Podcast
- Listen to and improve on their own recordings by re-recording
- Locate and download existing sound files to be imported into recording software
- Combine two or more tracks to make a new, original recording
- Plan and record appropriate audio content for a podcast
- Evaluate what features makes good quality audio content
- Enhance sound recordings using software effects
- Be discerning about the digital content of existing sound files and their suitability
- Rehearse and improve script ideas based on their own evaluation
- Present audio information confidently and clearly

Variables in games
- Identify examples of information that is changeable
- Choose how to improve a game by using variables
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

3D modelling: Sketch up
- Draw 2D shapes or lines
- Draw simple 3D models

- Manipulate 2D shapes into 3D shapes. • Import 3D models from the 3D warehouse
- Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill
- Draw and manipulate 3D models independently
- Use inference points to draw lines and shapes
- Use a wide range of SketchUp tools and concepts including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse

Flat file database
- Use a form to record information
- Compare databases (paper and computer based)
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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

Year 6

Scratch: animated stories
- Create a sequence of story scenes with added audio
- Structure and sequence the animation of characters in each scene
- Use the repeat command to create animation effect
- Make a character visible or invisible at the correct times
- Use rapid costume changes to give an animation effect
- Add interactive features to a scene
- Program the use of a single button to control background changes
- Control smooth transitions between characters, scenes and audio

Spreadsheets
- Enter text and numbers into a spreadsheet
- Identify and refer to cells by row and column
- Begin to enter formulae with the SUM function
- Edit data and discuss the effect on results.
- Use further functions including AVERAGE, MIN and MAX
- Create graphs
- Design their own spreadsheet for a specific purpose

Web page creation
- Explore and review existing websites and consider the structure
- Explore common features of a web page
- Consider the ownership and use of images
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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.
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.

Film making
- Plan additional elements for film-making such as locations and props
- Evaluate whether information is reliable or not – cross-check information using different sources
- Speak clearly into the camera when being recorded
- Frame an appropriate filming shot when interviewing
- Arrange video files to form a complete film
- Structure the timing of sections to meet a given running time
- Use a variety of camera angles and shots to record