

# KS1

Multimedia, Sound and Motion	Technology in our lives	Coding and Programming	Online Safety
<p><b>Text and Images-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a add text strings, text boxes and show and hide objects and images, manipulating the features;</li> <li>b use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;</li> <li>c use applications and devices in order to communicate ideas, work, messages and demonstrate control;</li> <li>d save, retrieve and organise work;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;</li> <li>b use links to websites to find information;</li> <li>c recognise age-appropriate websites;</li> <li>d use safe search filters;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</li> <li>b control the nature of events: repeat, loops, single events and add and delete features;</li> <li>c give a set of instructions to follow and predict what will happen;</li> <li>d improve/change their sequence of commands by debugging;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a identify what things count as personal information;</li> <li>b identify what is appropriate and inappropriate behaviour on the internet;</li> <li>c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</li> <li>d seek help from an adult when they see something that is unexpected or worrying;</li> <li>e demonstrate how to safely open and close applications and log on and log off from websites;</li> </ul>
<p><b>Sound and Motion</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>e use software to record sounds;</li> <li>f change sounds recorded;</li> <li>g save, retrieve and organise work;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>			
<p><b>Key Vocabulary –</b></p> <p>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, commands, add sound.</p>	<p><b>Key Vocabulary –</b></p> <p>filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.</p>	<p><b>Key Vocabulary –</b></p> <p>algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>	<p><b>Key Vocabulary –</b></p> <p>safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet</p>

**KS1 Year 1 Year 2**

<b>Multimedia, Sound and Motion</b>	<b>Technology in our lives</b>	<b>Coding and Programming</b>	<b>Online Safety</b>
<p><b>Text and Images-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a add text strings, text boxes and show and hide objects and images, manipulating the features;</li> <li>b use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;</li> <li>c use applications and devices in order to communicate ideas, work, messages and demonstrate control;</li> <li>d save, retrieve and organise work;</li> </ul> <p><b>Sound and Motion-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>e use software to record sounds;</li> <li>f change sounds recorded;</li> <li>g save, retrieve and organise work; use key vocabulary to demonstrate knowledge and understanding in this strand:</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;</li> <li>b use links to websites to find information;</li> <li>c recognise age-appropriate websites;</li> <li>d use safe search filters;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</li> <li>b control the nature of events: repeat, loops, single events and add and delete features;</li> <li>c give a set of instructions to follow and predict what will happen;</li> <li>d improve/change their sequence of commands by debugging;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a identify what things count as personal information;</li> <li>b identify what is appropriate and inappropriate behaviour on the internet;</li> <li>c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</li> <li>d seek help from an adult when they see something that is unexpected or worrying;</li> <li>e demonstrate how to safely open and close applications and log on and log off from websites;</li> </ul>
<p><b>Key Vocabulary –</b></p> <p>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, commands, add sound.</p>	<p><b>Key Vocabulary –</b></p> <p>filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.</p>	<p><b>Key Vocabulary –</b></p> <p>algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>	<p><b>Key Vocabulary –</b></p> <p>safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet</p>

## LKS2

Multimedia, Sound and Motion	Handling Data	Technology in our lives	Coding and Programming	Online Safety
<p><b>Text and Images-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> create different effects with different technological tools, demonstrating control;</li> <li><b>b</b> use appropriate keyboard commands to amend text on a device;</li> <li><b>c</b> use applications and devices in order to communicate ideas, work, and messages;</li> <li><b>d</b> save, retrieve and evaluate work, making amendments;</li> <li><b>e</b> insert a picture/text/graph/hyperlink from the internet or a personal file;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> talk about the different ways data can be organised;</li> <li><b>b</b> sort and organise information to use in other ways;</li> <li><b>c</b> search a ready-made database to answer questions;</li> <li><b>d</b> use key vocabulary to demonstrate knowledge and understanding in this strand:</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> explain ways to communicate with others online;</li> <li><b>b</b> describe the world wide web as the part of the internet that contains websites;</li> <li><b>c</b> add websites to a favourites list;</li> <li><b>d</b> use search tools to find and use an appropriate website and content;</li> <li><b>e</b> use strategies to improve results when searching online;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use logical thinking to solve an open-ended problem by breaking it up into smaller parts;</li> <li><b>b</b> write a program, putting commands into a sequence to achieve a specific outcome;</li> <li><b>c</b> give a set of instructions to follow and predict what will happen;</li> <li><b>d</b> keep testing a program and recognise when it needs to be debugged;</li> <li><b>e</b> use variables to create an effect, e.g. repetition, if, when, loop;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> reflect on their own digital footprint and behaviour online;</li> <li><b>b</b> identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying;</li> <li><b>c</b> agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</li> <li><b>d</b> seek help from an adult when they see something that is unexpected or worrying;</li> <li><b>e</b> demonstrate understanding of age-appropriate websites and adverts;</li> </ul>
<p><b>Sound and Motion-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>f</b> use software to record, create and edit sounds and capture still images;</li> <li><b>g</b> change recorded sounds, volume, duration and pauses;</li> <li><b>h</b> use software to capture video for a purpose;</li> <li><b>i</b> crop and arrange clips to create a short film;</li> <li><b>j</b> plan an animation and move items within each animation for playback;</li> </ul>				
<p><b>Key Vocabulary –</b></p> <p>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.</p> <p>audio, sound, video, movie, embed, link, file format, animate, animation, still image, zoetrope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.</p>	<p><b>Key Vocabulary –</b></p> <p>insert, table, Questioning, Database, Construct, Contribute, Recording data, Data logger, Present data</p>	<p><b>Key Vocabulary –</b></p> <p>filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.</p>	<p><b>Key Vocabulary –</b></p> <p>decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	<p><b>Key Vocabulary –</b></p> <p>safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p>

## LKS2 Year 3 Year 4

Multimedia, Sound and Motion	Handling Data	Technology in our lives	Coding and Programming	Online Safety
<p><b>Text and Images-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a create different effects with different technological tools, demonstrating control;</li> <li>b use appropriate keyboard commands to amend text on a device;</li> <li>c use applications and devices in order to communicate ideas, work, and messages;</li> <li>d save, retrieve and evaluate work, making amendments;</li> <li>e insert a picture/text/graph/hyperlink from the internet or a personal file;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a talk about the different ways data can be organised;</li> <li>b sort and organise information to use in other ways;</li> <li>c search a ready-made database to answer questions;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand:</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a explain ways to communicate with others online;</li> <li>b describe the world wide web as the part of the internet that contains websites;</li> <li>c use search tools to find and use an appropriate website and content;</li> <li>d use strategies to improve results when searching online;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a use logical thinking to solve an open-ended problem by breaking it up into smaller parts;</li> <li>b write a program, putting commands into a sequence to achieve a specific outcome;</li> <li>c give a set of instructions to follow and predict what will happen;</li> <li>d keep testing a program and recognise when it needs to be debugged;</li> <li>e use variables to create an effect, e.g. repetition, if, when, loop;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a reflect on their own digital footprint and behaviour online;</li> <li>b identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying;</li> <li>c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</li> <li>d seek help from an adult when they see something that is unexpected or worrying;</li> <li>e demonstrate understanding of age-appropriate websites and adverts;</li> </ul>
<p><b>Sound and Motion-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>e use software to record, create and edit sounds and capture still images;</li> <li>f change recorded sounds, volume, duration and pauses;</li> <li>g use software to capture video for a purpose;</li> <li>h crop and arrange clips to create a short film;</li> <li>i plan an animation and move items within each animation for playback;</li> </ul>				
<p><b>Key Vocabulary –</b></p> <p>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.</p> <p>audio, sound, video, movie, embed, link, file format, animate, animation, still image, zoetrope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.</p>	<p><b>Key Vocabulary –</b></p> <p>insert, table, Questioning, Database, Construct, Contribute, Recording data, Data logger, Present data</p>	<p><b>Key Vocabulary –</b></p> <p>filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.</p>	<p><b>Key Vocabulary –</b></p> <p>decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	<p><b>Key Vocabulary –</b></p> <p>safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p>

## UKS2

Multimedia, Sound and Motion	Handling Data	Technology in our lives	Coding and Programming	Online Safety
<p><b>Text and Images-</b></p> <ul style="list-style-type: none"> <li><b>a</b> use the skills already developed to create content using unfamiliar technology;</li> <li><b>b</b> select, use and combine the appropriate technology tools to create effect;</li> <li><b>c</b> review and improve their own work and support others to improve their work;</li> <li><b>d</b> save, retrieve and evaluate their work, making amendments;</li> <li><b>e</b> insert a picture/text/graph/hyperlink from the internet or personal file;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> construct data on the most appropriate application;</li> <li><b>b</b> know how to interpret data, including spotting inaccurate data and comparing data;</li> <li><b>c</b> use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets;</li> <li><b>d</b> add data to an existing database;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> search for information using appropriate websites and advanced search functions within Google;</li> <li><b>b</b> use strategies to check the reliability of information (cross-check with another source such as books);</li> <li><b>c</b> talk about the way search results are selected and ranked;</li> <li><b>d</b> check the reliability of a website, including the photos on site;</li> <li><b>e</b> tell you about copyright and acknowledge the sources of information;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use external triggers and infinite loops to demonstrate control;</li> <li><b>b</b> follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols;</li> <li><b>c</b> use conditional statements and edit variables;</li> <li><b>d</b> decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</li> <li><b>e</b> keep testing a program and recognise when it needs to be debugged;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> protect their password and other personal information;</li> <li><b>b</b> be a good online citizen and friend;</li> <li><b>c</b> judge what sort of privacy settings might be relevant to reducing different risks;</li> <li><b>d</b> seek help from an adult when they see something that is unexpected or worrying;</li> <li><b>e</b> discuss scenarios involving online risk;</li> </ul>
<p><b>Sound and Motion-</b></p> <ul style="list-style-type: none"> <li><b>f</b> collect audio from a variety of resources including own recordings and internet clips;</li> <li><b>g</b> use a digital device to record sounds and present audio;</li> <li><b>h</b> trim, arrange and edit audio levels to improve quality;</li> <li><b>i</b> publish their animation and use a movie editing package to edit/refine and add titles;</li> </ul>				
<p><b>Key Vocabulary –</b></p> <p>window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide, 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.</p>	<p><b>Key Vocabulary –</b></p> <p>insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p>	<p><b>Key Vocabulary –</b></p> <p>world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p>	<p><b>Key Vocabulary –</b></p> <p>flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>	<p><b>Key Vocabulary –</b></p> <p>spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>

# UKS2    Year 5    Year 6

Multimedia, Sound and Motion	Handling Data	Technology in our lives	Coding and Programming	Online Safety
<p><b>Text and Images-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use the skills already developed to create content using unfamiliar technology;</li> <li>b select, use and combine the appropriate technology tools to create effect;</li> <li>c review and improve their own work and support others to improve their work;</li> <li>d save, retrieve and evaluate their work, making amendments;</li> <li>e insert a picture/text/graph/hyperlink from the internet or personal file;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a construct data on the most appropriate application;</li> <li>b know how to interpret data, including spotting inaccurate data and comparing data;</li> <li>c use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets;</li> <li>d add data to an existing database;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a search for information using appropriate websites and advanced search functions within Google;</li> <li>b use strategies to check the reliability of information (cross-check with another source such as books);</li> <li>c talk about the way search results are selected and ranked;</li> <li>d check the reliability of a website, including the photos on site;</li> <li>e tell you about copyright and acknowledge the sources of information;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a use external triggers and infinite loops to demonstrate control;</li> <li>b follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols;</li> <li>c use conditional statements and edit variables;</li> <li>d decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</li> <li>e keep testing a program and recognise when it needs to be debugged;</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a protect their password and other personal information;</li> <li>b be a good online citizen and friend;</li> <li>c judge what sort of privacy settings might be relevant to reducing different risks;</li> <li>d seek help from an adult when they see something that is unexpected or worrying;</li> <li>e discuss scenarios involving online risk;</li> </ul>
<p><b>Sound and Motion-</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>f collect audio from a variety of resources including own recordings and internet clips;</li> <li>g use a digital device to record sounds and present audio;</li> <li>h trim, arrange and edit audio levels to improve quality;</li> <li>i publish a movie / presentation / animation and use a movie editing package to edit/refine and add titles;</li> </ul>				
<p><b>Key Vocabulary –</b></p> <p>window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide. 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.</p>	<p><b>Key Vocabulary –</b></p> <p>insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p>	<p><b>Key Vocabulary –</b></p> <p>world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p>	<p><b>Key Vocabulary –</b></p> <p>flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>	<p><b>Key Vocabulary –</b></p> <p>spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>