Tilery Primary School

# IT Curriculum

| | Year 1/2 | Year 3/4 | Year 5/6 |
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| Multimedia | **Graphics**<br>• Use ICT to generate ideas for work.<br>• Use various tools such as brushes, pens, rubber, stamps and shapes.<br>• Save, retrieve and print work.<br><br>**Text**<br>• Use spacebar, backspace, delete, arrow keys, return.<br>• Start to use two hands when typing.<br>• Word process short texts to present.<br><br>**Sound Recording**<br>• Record sound at and away from a computer.<br>• Use software to record sounds.<br>• Change sounds recorded.<br>• Save, retrieve and edit sounds.<br><br>**Video**<br>• Capture video.<br>• Discuss which videos to keep and which to delete.<br>• Arrange clips to create a short film.<br>• Add a title and credits. | **Graphics**<br>• Acquire, store and combine images from cameras or the internet for a purpose.<br>• Use the print screen function to capture an image.<br>• Select certain areas of an image and resize, rotate and invert the image.<br>• Edit pictures using a range of tools in a graphics program.<br><br>**2Create a story**<br>• Create a new book aimed at a target audience.<br>• Combine text, images and sound on each page.<br>• Add information about the author and title for publishing.<br><br>**Animation (I Can animate / 2animate)**<br>• Plan what they would like to happen in their animation.<br>• Take a series of pictures to form an animation.<br>• Move items within their animation to create movement on playback.<br>• Edit and improve their animation.<br><br>**Video**<br>• Capture video for a purpose.<br>• Choose which clips to keep and which to discard.<br>• Trim and arrange clips to convey meaning.<br>• Add titles, credits, slide transitions, special effects.<br><br>**Text**<br>• Get quicker at typing with both hands.<br>• Use a variety of font sizes, styles and colours.<br>• Align text left, right and centre.<br><br>**Presentation (Powerpoint)**<br>• Create a title slide and choose a style.<br>• Change the layout of a slide.<br>• Insert a picture/text/graph from the Internet or personal files.<br>• Decide upon and use effective transitions. | **Sound Recording (Audacity)**<br>• Collect audio from a variety of resources including own recordings and internet clips.<br>• Create a multi-track recording using effects.<br>• Edit and refine their work to improve outcomes.<br>**Animation**<br>• Plan a multi-scene animation including characters, scenes, camera angles and special effects.<br>• Use stop –go animation software (Ican Animate / Hue animation) with an external camera to shoot animation frames.<br>• Adjust the number of photographs taken and the playback rate to improve the quality of the animation.<br>• Publish their animation and use a movie editing package to edit/refine and add titles.<br>**Graphics**<br>• Use to create a 3D representation of an existing building.<br>• Use the tools available to design their own fit for purpose building.<br>• Change the style, colour and texture of the walls.<br>• Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.<br>**Video**<br>• Storyboard and capture videos for a purpose.<br>• Plan for the use of special effects and transitions.<br>• Trim, arrange and edit audio levels to improve quality of their outcome.<br>• Export their video.<br>**Presentation (PowerPoint)**<br>• Work independently to create a multi slide presentation that includes speaker's notes.<br>• Use transitions and animations to improve the quality of the presentation.<br>• Include sounds and moving graphics in the slides.<br>• Present to a large group or class using the notes made. |
| Programming | **Bee-bots**<br>• Give commands including straight forwards / backwards / turn one at a time.<br>• Explore what happens when a sequence of instructions is given.<br>• Give a set of simple instructions to follow out a task.<br>• Give a set of instructions to form simple geometric shapes.<br>• Improve/change their sequence of commands. | **Scratch/Purple Mash**<br>• Navigate the Scratch programming environment.<br>• Create a background and a sprite for a game.<br>• Add inputs to control their sprite.<br>• Use conditional statements within the program to control the sprite (if…then..) | **Scratch/Purple Mash**<br>• Use external triggers and infinite loops to control sprites.<br>• Create and edit variables.<br>• Use conditional statements.<br>• Design their own game including sprites, backgrounds, scoring and/or timers.<br>• Use conditional statements, loops, variables and broadcast messages in the game.<br>• The game finishes when a player wins or loses and they must know they have won or lost.<br>• Evaluate the effectiveness of the game and debug as required. |

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| Online | **Internet research**<br>• Talk about websites they have been on.<br>• Explore a website by clicking on the arrows, menus and hyperlinks. | **Internet research**<br>• Type in a URL to find a website.<br>• Add websites to a favorites list.<br>• Use a search engine to find a range of media, e.g. images, texts<br>• Think of search terms to use linked with questions they wish to answer.<br>• Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion. | **Internet Research**<br>• Use advance search functions in Google (quotations).<br>• Understand websites such as Wikipedia are made by users (link to E-Safety).<br>• Use strategies to check the reliability of information (cross check with another source such as books).<br>• Use their knowledge of domain names to aid their judgment of the validity of websites. |
| E Safety | • Make decisions about whether or not statements found on the internet are true or not.<br>• Identify devices that can be used to search the Internet.<br>• Identify what things count as personal information.<br>• Identify when inappropriate content is accessed and act appropriately.<br>• Recognise that a variety of devices can be used to connect a number of people.<br>• Consider other people's feelings on the Internet. | • Question the 'validity' of what they see on the internet.<br>• Use a browser address bar not just search box and shortcuts.<br>• Think before sending and comment on consequences of sending/posting.<br>• Recognise online behaviours that would be unfair.<br>• Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles)<br>• Make judgments in order to stay safe, whilst communicating with others online.<br>• Tell an adult if anything worries them online.<br>• Identify dangers when presented with scenarios, social networking profiles etc.<br>• Articulate examples of good and bad behavior online. | • Judge what sort of privacy settings might be relevant to reducing different risks.<br>• Judge when and when not to answer a question online.<br>• Be a good online citizen and friend.<br>• Articulate what constitutes good behavior online.<br>• Use different sources to double check information found online.<br>• Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc)<br>• Click-CEOP button and explain to parents what it is for.<br>• Discuss scenarios involving online risk.<br>• State the source of information found on the Internet.<br>• Act as a role model for younger pupils. |
| Data | • Know that images give information.<br>• Say what a pictogram is showing them.<br>• Put data into a program.<br>• Sort objects and pictures into lists or simple tables.<br>• Make a simple Y/N tree diagram to sort information.<br>• Create and search a branching database. | • Choose information to put into a data table.<br>• Recognise which information is suitable for their topic.<br>• Design a questionnaire to collect information.<br>• Sort and organize information to use in other ways.<br>• Create and search a branching database.<br>• Create a database from information I have selected. | • Create data collection forms and enter data accurately from these.<br>• Know how to check for and spot inaccurate data.<br>• Know which formulas to use when I want to change my spreadsheet model.<br>• Make graphs from the calculations on my spreadsheet.<br>• Sort and filter information.<br>• Understand that changing the numerical data effects a calculation. |