Word Processing/Typing

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I can play on a touch screen game and use computers/keyboards/mouse in role play • I can type letters with increasing confidence using a keyboard and tablet • I can dictate short, clear sentences into a digital device	Seesaw, Word, Pages Google Docs Pic Collage
1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	• I can confidently type words quickly and correctly on a digital device. • I can use the space bar to make space and delete to delete letters/words • I can make a new line using enter/return • I can dictate into a digital device more accurately and with punctuation	Seesaw, Word, Pages, Google Docs Pic Collage, Book Creator,
2		• I can use the space bar only once between words and use touch to navigate to words letter to edit • I can copy and paste images and text • Use caps locks for capital letters. • I can add images alongside text in a word-processed document. • I can dictate longer passages into a digital device with accurate punctuation	Seesaw, Word, Pages, Google Docs Pic Collage, Keynote Book Creator, Popplet
3	Co2/1.6 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	• I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l • I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows. • I can use cut, copy and paste to quickly duplicate and organise text.	Seesaw, Word, Pages, Google Docs Keynote, Book Creator, Popplet
4		• I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. • I can confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text • I can use font sizes appropriately for audience and purpose.	Seesaw, Word, Pages, Google Docs Keynote, Book Creator, Popplet
5		• I can organise and reorganise text on screen to suit a purpose • I can publish documents online. • I can use spell check and thesaurus including Siri and AI technology.	Seesaw, Word, Pages, Google Docs Keynote, Book Creator, Popplet
6		• I can publish my documents online regularly and discuss the audience and purpose of my content. • I can start to apply other useful effects to my documents such as hyperlinks. • I can import sounds to accompany and enhance the text in my document.	Seesaw, Word, Pages, Google Docs Keynote, Book Creator, Popplet

Data Handling

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	•I can identify a chart. • I can sort physical objects, take a picture and discuss what I have done. • I can present simple data on a digital device.	Seesaw
1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	•I can sort images or text into two or more categories on a digital device. • I can collect data on a topic. • I can create a tally chart and pictogram. • I can record myself explaining what I have done and what it shows me.	Seesaw, Pic Collage,
2		I can sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software. • I can orally record myself explaining what the data shows me. • I can create a branching database using question	Seesaw, Pic Collage, Plickers Google Sheets, Google Forms, Excel, Numbers
3	Co2/1.6 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	• I can create my own sorting diagram and complete a data handling activity with it using images and text. • I can start to input simple data into a spreadsheet. • I can create a feelings chart exploring a story or character's feelings	Google Sheets, Google Forms, Excel, Numbers
4		. I can create my own online multiple-choice questionnaire. • I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. • I understand how data is collected.	Google Sheets, Google Forms, Excel, Numbers, Kahoot
5		•I can use simple formulae to solve calculations including =sum and other statistical functions • I can edit and format difference cells in a spreadsheet.	Google Sheets, Google Forms, Excel, Numbers, Mentimeter
6		•I can apply formulas to a range of cells and how to duplicate formulas to other cells. •I can understand the importance of formatting data to support calculations, be introduced to formulas and begin to understand how they can be used to produce calculated data.	Google Sheets, Google Forms, Excel, Numbers, Mentimeter

Presentation, Web Design and eBook Creation

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I can record my voice over a picture. • I can create a simple digital collage. • I can move and resize images with my fingers or mouse.	Seesaw, Pic Collage,
1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	•I can add labels to an image • I can order images to create a simple storyboard. • I can create a simple spider diagram. • I can sequence a series of pictures to explain my understanding of a topic	Seesaw, Pic Collage,
2		• I can add voice labels to an image. • I can add a voice recording to a storyboard. • I can add speech bubbles to an image to show what a character thinks. • I can	Seesaw, Pic Collage, Balloon Stickies +, Thinglink, Book Creator.
3	Co2/1.6 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	• I can import images to a project from the web and camera roll. I can create an interactive comic with sounds, formatted text and video. • I can annotate an image with videos • I can create a simple web page. • I can create a simple digital timeline/mindmap	Balloon Stickies +, Google Sites, Book Creator, Keynote, Adobe Spark Page, Thinglink,
4		•I can create an interactive quiz eBook introducing hyperlinks. • I can create an eBook with text, images and sound. • I can create a presentation demonstrating my understanding with a range of media. • I can create a digital timeline/mindmap and include different media - sound and video	Google Sites, Book Creator, Keynote, Powerpoint, Adobe Spark Page, Thinglink
5		• I can collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 •I can create a webpage. •I can create an interactive presentation.	Google Sites, Book Creator, Keynote, Powerpoint, Wakelet, Adobe Spark Page, Thinglink
6		• I can create an interactive guide to an image by embedding digital content and publishing it online. •I can create a webpage and embed video • I can create and export an interactive presentation including a variety of media, animations, transitions and other effects.	Google Sites, Book Creator, Keynote, Powerpoint, Wakelet, Adobe Spark Page, Thinglink

Animation

Year group	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	•I can animate a simple image to speak in role • I can create a simple animation to tell a story including more than one character.	Puppetpals, ChatterPix Kids
1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	•I can add filters and stickers to enhance an animation of a character. • I can create an animation to tell a story with more than one scene. • I can add my own pictures to my story animation.	Puppetpals, ChatterPix Kids, I Can Animate, Seesaw
2		•I can create multiple animations of an image and edit these together. • I can create a simple stop motion animation. I can explain how an animation/flip book works	Puppetpals, ChatterPix Kids, I Can Animate, Seesaw
3	Co2/1.6 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	•I can create animations of faces to speak in role with more life-like realistic outcomes. • I can improve stop motion animation clips with techniques like onion skinning. • I can use animation tools in presenting software to create simple animations.	Puppetpals, ChatterPix Kids, Animate Anything, I Can Animate, iFunFace, Seesaw, Plotagon, Puppetmaster, Toontastic,
4		•I can take multiple animations of a character I have created and edit them together for a longer video. • I can use software to create a 3D animated story. • I can use line draw tool to create animations.	Moviesoup, Puppetpals, ChatterPix Kids, Animate Anything, I Can Animate, iFunFace, Seesaw, Plotagon, Puppetmaster, Toontastic,
5		•I can record animations of different characters and edit them together to create an interview. • I can add green screen effects to a stop motion animation. • I can create flip book animation using digital drawings and export as a Gif or video	Puppetpals, ChatterPix Kids, Animate Anything, I Can Animate, iFunFace, Seesaw, Plotagon, Puppetmaster, Toontastic,
6		• I can add finishing touches such as titles and credits to finish a movie. • I can add narration to a movie. • I can playback and present mu finished movie.	Puppetpals, ChatterPix Kids, Animate Anything, I Can Animate, iFunFace, Seesaw, Plotagon, Puppetmaster, Toontastic,

Video Creation

Year group	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I know the difference between a photography and video. • I can record a short film using the camera • I can record and play a film • I can watch films back	Seesaw, Word, Pages Google Docs Pic Collage
1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	• I can record a film using the camera app. • I can select images and record a voiceover. • I can highlight and zoom into images as I record.	Seesaw, Word, Pages, Google Docs Pic Collage, Keynote Book Creator
2		• I can write and record a script using a teleprompter tool. • I can use tools to add effects to a video • I can begin to use green screen techniques with support	Seesaw, Word, Pages, Google Docs Pic Collage, Keynote Book Creator, Popplet
3	Co2/1.6 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	• I can sequence clips of mixed media in a timeline and record a voiceover • I can trim and cut film clips and add titles and transitions • I can independently create a green screen clip. • I can create my own movie trailer.	Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video,Videorama, Apple Clips Explain Everything
4		• I can add music and sound effects to my films • I can add animated titles and transitions • I can add simple subtitles to a video clip. • I can use confidently use green screen adding animated backgrounds	Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video,Videorama, Apple Clips Explain Everything
5		• I can evaluate and improve the best video tools to best explain my understanding. • I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool.	Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video,Videorama, Apple Clips Explain Everything
6		• I can use cutaway and split screen tools in iMovie. • I can use a variety of camera angles and shots to record.	Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video,Videorama, Apple Clips Explain Everything

Photography and Digital Art

Year group	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I can take a photograph • I can take a photograph and use it in an app • I can use a painting app and explore the paint and brush tools	Camera Mark up Photo booth Seesaw Draw & Tell
1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	• I can edit a photo with simple tools • I can use a paint/drawing app to create a digital image • I can begin to cut out an image to layer on another image	Camera Mark up Photobooth Seesaw Keynote Pic Collage Notes
2		• I can edit a photo (crop, filters, mark up etc) • I can select and use tools to create digital imagery - controlling the pen and using the fill tool	Camera Mark up Photobooth Seesaw Keynote Pic Collage Notes
3	Co2/1.6 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	• I can cut images with accuracy to layer on other images. • I can confidently take and manipulate photos	Camera and Mark up, Notes Seesaw Pic Collage, Keynote, Sketches Pro Paper
4		• I can create a digital image using a range of tools, pens, brushes and effects • I can manipulate shapes to create digital art	Camera and Mark up, Notes Seesaw Pic Collage, Keynote, Sketches Pro Paper
5		• I can make a digital photo using camera settings • I can enhance digital images and photographs using crop, brightness, contrast & resize	Camera and Mark up, Notes Seesaw Pic Collage, Keynote, Sketches Pro Paper
6		• I can link and explain how to photoshop images and how this is used in the media. I can enhance digital photos and images using crop, brightness and resize tools	Camera and Mark up, Notes Seesaw Pic Collage, Keynote, Sketches Pro Paper

Sound and Audio

Year group	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I can record sounds with different resources • I can find ways to change your voice (tube, tin can, shouting to create an echo) • I can record sounds/voices in storytelling and explanations	Seesaw, Voice Memos, Keezy,
1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	• I can create a sequence of sounds (instruments, apps/software) • I can explore short and long sounds. .	Seesaw, Voice Memos, Keezy,
2		• I can create a musical composition using software. • I can record my own sound effects. • I can record my voice and add different effects	Seesaw, Voice Memos, Garageband, Anchor, Keezy
3	Co2/1.6 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.	• I can record my voice over a composition to perform a song •I can create and edit purposeful compositions using music software to create mood or a certain style • I can experiment with live loops to create a song.	, Seesaw, Voice Memos, Garageband, Anchor, Keezy
4		•Edit sound effects for a purpose. • I can record a radio broadcast or audiobook.	Seesaw, Voice Memos, Garageband, Anchor, Keezy
5		•Create a simple four chord song following the correct rhythm. •Create a remix of a popular song.	Seesaw, Voice Memos, Garageband, Anchor, Keezy
6		• Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. •Create own song and a remix version.	Seesaw, Voice Memos, Garageband, Anchor, Keezy