National Curriculum Aims:
- **Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.**

National Curriculum Aims Key Stage 1:
- **Use technology purposefully to create, organise, store, manipulate and retrieve digital content**
  Digital content: any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia). – *CAS Computing in the National Curriculum*

	Year One	Year Two
	Pupils should have opportunities to apply and develop their abilities throughout other curriculum areas along with explicitly taught lessons.	
Use technology purposefully to create and manipulate digital content	**Digital painting** • Digitally make marks on a computer screen • Use a variety of tools (e.g. brush, lines, fill, undo) • Choose options to achieve a desired affect (e.g. change brush colour/size, change fill colour)	**Digital photography** • Capture a digital image • Improve the quality of images taken (e.g. identify and delete poor quality images) • Apply processing to improve images (e.g. crop/edit/recolour a photo)
	Digital writing • Use a keyboard to enter text into a computer • Change the appearance of text on a computer (e.g. change fonts, text position, text colour)	**Making music** • Use a computer to create a piece of music for a purpose
Use technology purposefully to organise, store and retrieve digital content	• Explain that information on a computer can be saved • Recognise that own work can be printed and shared	• Explain that stored information on a computer can be retrieved, edited and resaved • Recognise that work can be shared between devices
Basic skills	• Explain what the basic parts of a computer are used for (e.g. mouse, screen, keyboard) • Can use a keyboard to type	• Can log in with growing independence (where relevant) • Can use a keyboard with growing accuracy (e.g. space bar, capital letters, enter/return)
Example activities and resources	NCCE Creating Media – Digital Writing Y1 NCCE Creating Media – Digital Painting Y1 https://teachcomputing.org/resources Herefordshire Primary Computing Progression activity ideas https://herefordshirecis.files.wordpress.com/2020/03/1_herefordshire-primary-computing-progression-ks1-2020.pdf	NCCE Creating Media – Digital Photography Y2 NCCE Creating Media – Making Music Y2 https://teachcomputing.org/resources Herefordshire Primary Computing Progression activity ideas https://herefordshirecis.files.wordpress.com/2020/03/1_herefordshire-primary-computing-progression-ks1-2020.pdf

	Year Three	Year Four	Year Five	Year Six
	Pupils should have opportunities to apply and develop their abilities throughout other curriculum areas by using a variety of software to create media including animations, presentations, photography and video, and using word processing technology e.g. Word or Clickr along with explicitly taught skills.			
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.	**Desktop publishing** • Recognise how text and images can be used together to convey information • Recognise that a document is structured with placeholders • Recognise that text can be edited • Consider how different layouts can suit different purposes • Consider the benefits of using a DTP application	**Audio editing** • Recognise that sound can be digitally recorded • Recognise that some digital devices have microphones • Recognise that recorded audio is stored as a file • Edit and alter audio • Recognise that sound can be layered • Consider the results of editing choices made	**Vector Drawing** • Create graphical images on a computer screen • Recognise that tools can be changed to produce different outcomes • Choose/combine options to achieve a desired effect • Recognise that an image comprises of separate objects • Recognise that objects are layered • Modify an object (e.g. group, rotate, resize) • Recognise that vector images can be scaled without impact on quality	**Web page design** • Recognise components of a web page layout • Understand ownership and use of images (copyright) • Add content to own web page • Recognise the need to preview pages (different screens/devices) • Create and recognise the need for a navigation path • Recognise the implications of linking content owned by others
	Stop frame animation • Recognise that animation is made up of a series of images and can be drawn images or photographs • Recognise the relationship between frames and motion • Understand the need to work consistently and carefully • Review and improve an animation • Evaluate the impact of adding other media to an animation • Understand key vocabulary (composition, stage, capture area)	**Photo editing** • Use a computer to manipulate images • Recognise that images can be changed for different purposes • Use the most appropriate tool for a particular purpose • Consider the impact of changes made on the quality of an image	**Video Editing** • Use a digital device to make a video • Recognise videos as moving pictures combined with audio • Capture a video using techniques e.g. pan, zoom, focus • Review and identify features of a good video and identify how a video can be improved • Edit video	
Basic skills	• Use cut, copy and paste to refine and reorder content • Use a keyboard with growing speed and accuracy • Understand you can organise files using folders	• Know how to copy text and images into another document • Type with all fingers • Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace).	• Use the keyboard confidently at a suitable pace • Use common keyboard shortcuts • Organise files effectively using folders • Recognise common file types and extensions • Collaborate with peers using online tools e.g. Google Classroom/Seesaw/Google Docs	

	• Delete, copy and move files • Collaborate with peers using online tools e.g. Google Classroom/Seesaw/Google Docs	• Collaborate with peers using online tools e.g. Google Classroom/Seesaw/Google Docs	
Example activities and resources	NCCE Desktop Publishing Y3 NCCE Stop Frame Animation Y3 https://teachcomputing.org/resources Herefordshire Primary Computing Progression activity ideas https://herefordshirecis.files.wordpress.com/2020/04/2_herefordshire-primary-computing-progression-2020-lks2.pdf BBC Bitesize Dance Mat Typing https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr	NCCE Audio Editing Y4 NCCE Photo Editing Y4 https://teachcomputing.org/resources Herefordshire Primary Computing Progression activity ideas https://herefordshirecis.files.wordpress.com/2020/04/2_herefordshire-primary-computing-progression-2020-lks2.pdf BBC Bitesize Dance Mat Typing https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr	NCCE Vector Drawing Y5 NCCE Video Editing Y5 https://teachcomputing.org/resources Herefordshire Primary Computing Progression activity ideas https://herefordshirecis.files.wordpress.com/2020/04/3_herefordshire-primary-computing-progression-2020-uks2.pdf BBC Bitesize Dance Mat Typing https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr	NCCE Web Page Design Y6 https://teachcomputing.org/resources Herefordshire Primary Computing Progression activity ideas https://herefordshirecis.files.wordpress.com/2020/04/3_herefordshire-primary-computing-progression-2020-uks2.pdf BBC Bitesize Dance Mat Typing https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr