Kensington Primary School
Technology Overview

	Coding	Use of the Internet	Multimedia
EYFS	To follow simple instructions. To create a simple sequence of instructions for an end goal. To control devices by giving them instructions.	To turn on and operate equipment that has access to the Internet. To identify the Internet symbol/s and open the browser. To know that information can be retrieved from the Internet.	To explore graphics software. To use the camera function in a device.
Year 1	Control simple everyday devices to make them produce different outcomes. To understand what an algorithm is. To create a flowchart for specific instructions which includes decisions. To understand how buttons work to perform an action. To program a simple algorithm using buttons.	To identify the features of a Chromebook. To understand how to use a qwerty keyboard. To use websites and demonstrate an awareness of how to manage a journey around them (e.g. using the back/forward button, hyperlinks). To login securely to an internet-based account (Google and J2E account).	To load, edit and manipulate documents. To experiment with digital software tools. To create a digital fact file.
Year 2	Control a device, on and off screen, making predictions about the effect their programming will have. To type a script to perform an action rather than using buttons provided. To use the REPEAT command to perform an action. To debug an algorithm.	To show an awareness that not all the resources/tools they use are resident on the device they are using. To show an understanding of URLs. To identify the features of a web browser and search engines. To further refine searches.	To identify different types of animations. To explore animation sequencing. To create a simple story using animation. To produce a simple presentation incorporating sounds the children have captured or created.
Year 3	Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen. To expand the understanding of block coding. To create a simple animation of a sprite. To add a condition to a program.	To research information using different search engines. To show an awareness of the need for accuracy in spelling and syntax to search effectively. To analyse the legitimacy of websites to identify if information is trustworthy.	To record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. To manipulate digital images using a range of tools in appropriate software. To create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.

	To use coordinates including negative numbers to correctly place a sprite. To edit and refine an algorithm. To plan and create a simple game.		
Year 4	Children can type sequences of instructions and to plan ahead when programming devices on and off screen. To compare similarities in more than one coding platform and understand that coding software have similarities and differences. To use procedures when coding.	To identify different network types. To explain the importance of networks. To understand how networks impact organisations.	To use advanced tools in word processing / Desktop publishing software to create quality presentations. To make a short film / animation from images (still and / or moving) that they have sourced, captured or created.
Year 5	Engage in Logo based problem-solving activities that require children to write procedures etc. and to predict, test and modify. Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming. To use variables when coding.	To know how information is stored e.g. local storage drive, portable drive and the cloud. To use an email address. To identify the features of emails. To create and send emails securely.	To create & edit a short play script. To explore document structure manipulation. To analyse the features of video capturing software. To analyse the features of a video editing software. To capture video. To import and edit videos.
Year 6	Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose. To use various forms of input and output.	To analyse the features of a website builder software. To design a website style. To create a website. To evaluate websites. To identify the benefits of blogging. To create a simple blog. To understand hyperlinks. To apply hyperlinks to blogs.	To use a range of multimedia tools to create and evaluate a range of projects such as video diaries, e-books etc for a specific audience. To create, share and evaluate more sophisticated podcasts and consider the effect that their podcasts will have on the audience.