Key Stage 1 - computing

Year 1		
iJam	iprogram	ianimate
- To be able to add live loops to their project. - To be able to add at least 4 instruments in their project. - To know that 'Introduction' and 'Verse', are the first sections of a song. - To be able to create and record their own drumbeat. - To be able to use filters in live loops to find sounds easier. - To know what the word structure means. - To be able to name the 'Chorus', 'Bridge' and 'Outro' as the other sections of a song. - To be able to explain what the phrase acappella means. - To be able to explain what construc6ve criticism is. - To be able to name some key characteristics of each section of a song.	- To know what a computer is. - To know another word for instructions is algorithms. - To know repeats are used to shorten code. - To be able to understand that computers make decisions based on conditionals. - To know why code is given to machines to complete tasks. - To know what a function is. - To be able to write their own code for a character. - To be able to confidently add loops into their code. - To be able to use multiple functions in their code to complete tasks. - To be able to use conditionals to solve a puzzle on the app Hopscotch.	- To know that stop motion is a type of animation. - To be able to create a stop motion animation unassisted. - To be able to animate two objects moving at the same time. - To be able to use a whiteboard to create a stop motion animation. - To be able to use the onion skin feature to assist with their animations. - To understand why the changes between photos needs to be small. - To know how to use stop motion to create magic tricks. - To be able to explain why we benefit from evaluating our work. - To be able to create a stop motion animation whilst keeping the iPad still throughout. - To be able to plan and create an animation with a clear story.
Instrument, structure, genre, evaluating, live loops, acappella	Computer, algorithm, repeat, conditional, function, coding	Stop, animation, 2D, frame, quality control, movement

Key Stage 1 - computing

Year 1		
icreate	**icommunicate**	**itech**
- To be able to know what the focal point of a photograph is. - To know the difference between a foreground and a background. - To be able to add more than one photo to their poster on Strip Design. - To be able to take photographs without them being blurry. - To be able to know why light is important when we take photos. - To be able to add a title to their poster and change the colour. - To be able to import photos into Strip Design without assistance. - To be able to know how perspective changes how a picture looks. - To be able to use the rule-of-thirds technique when taking photos. - To be able to use speech bubbles as labels in Strip Design	- To know what e-safety means. - To know why we use passwords. - To be able to name two pieces of personal information. - To be able to what to do if they encounter a pop-up ad. - To be able to know what stop, block and record means. - To be able to differentiate between bullying and cyber bullying. - To be able to understand how their actions on the internet can have real-life consequences. - To be able to understand what makes a good password verses a bad one. - To be able to understand why we shouldn't trust people's avatars. - To be able to know how they can minimise screens instead of closing them.	- To be able to spot visual differences between photos taken today and in the 1800s. - To be able to know that morse code is made from dots and dashes. - To be able to understand how telephones have evolved since they were first invented. - To be able to understand that television was originally in black and white, then moved to colour afterwards. - To be able to know that the first computers could only solve math problems and break codes. - To be able to explain how to safely use technology in a classroom. - To be able to give instructions on how to operate a piece of technology they have learnt about. - To be able to give an advantage or disadvantage about the popularity of smartphones. - To be able to know the name of at least one inventor they have learnt about. - To be able to understand how a phonograph records and plays back sound.

Focused, focal point, background, foreground, rule of thirds, Limb chop, perspective, light	E safety, password, trust, gaming, avatar, cyber bully, personal info, pop-ups, private, privacy, digital devices	Technology, camera, photograph, Morse code, Telegraph

Key Stage 1 - computing

Year 2		
iJam	iprogram	ianimate
• To be able to create a drumbeat on GarageBand. • To be able to know what the word genre means. • To be able to choose sounds from 'Live Loops'. • To be able to filter sounds by 'Genre'. • To be able to name two countries where World music could be from. • To be able to know that Dance/Electronic Music is made from electronic instruments. • To be able to know that rapping is a vocal style associated with hip-hop music. • To be able to understand that music can be a mixture of mul6ple genres. • To be able to find sounds that complement each other in a specific genre. • To be able to name at least one instrument from Japan.	• To be able to understand that programming is telling a computer what to do. • To be able to know that an algorithm is a set of instructions. • To be able to know that blockly is a programming language. • To be able to give an example of a conditional. • To be able to understand how to add code to characters on the app Hopscotch. • To be able to know what the word Random means. • To be able to understand that programming can be used to create pieces of art. • To be able to find errors in their code and fix it. • To be able to confidently manipulate their code to change the outcome of their program. • To be able to add extra characters into their program and create their own code for them to follow.	• To be able to understand how a flip-book is created. • To be able to know the difference between 2D and 3D animation. • To be able to create features using a character. • To be able to animate a drawing changing over time. • To be able to understand why planning is important before creating an animation. • To be able to give examples of advantages and disadvantages of 2D and 3D animation. • To be able to incorporate a clear story into their animation.
Instrument, structure, genre, filters, live, loops, world, music, smart drums	Algorithm, conditional, function, programming, Blockly, random	Flip, animation, 2-D/hand-drawn, 3-D/computer-

Key Stage 1 - computing

Year 2

icreate	icommunicate	itech
• To be able to identify key characteristics of a front page on a magazine • To be able to know what a fact file is • To be able to name at least two different types of quizzes • To be able to understand there are different ways a magazine can be distributed. • To be able to name what content you might see in a magazine • To be able to understand which methods of distribution will be better based on different consumer needs and preferences • To be able to write their own fictional articles as part of their magazine	• To be able to name different ways to contact someone • To be able to describe what video calling is • To be able to explain why music can evoke an emotional reaction • To be able to describe what a digital postcard is • To be able to know what emails are, and how an email address is laid out • To be able to recognise instruction or emotion through a photograph • To be able to identify pros and cons of different methods of communication	• To be able to know all stories consist of a beginning, middle and an end. • To be able to name three camera angles. • To be able to understand why a storyboard is used before filming. • To be able to plan their own short storyline. • To be able to know what a theme is in regards to film. • To be able to name parts of a 5-point story arc. • To be able to record their voice into their film, while keeping to a clear story.
Magazine, front cover, fact, file, copy, and paste, print, contents page, new story	Communication, connection, emails, subject, text message, video call, emotion, digital, soundwave, voice note	Film, camera angles, long shot, medium shot, close-up shot, 3 point arc, landscape, group shot, arc, plot, storyboard, 5 point arc