

<b>Pre-Formal</b>		
<b>Autumn 1 and Autumn 2</b>	<b>Spring 1 and Spring 2</b>	<b>Summer 1 and Summer 2</b>
<p><b>Sound and Movement</b> Experiential – an emerging awareness of ICT generated activities and experiences.</p>	<p><b>Images and Patterns</b> Experiential – developing consistent responses to ICT generated activities and encourage tracking.</p>	<p><b>Activation</b> Make something happen – pupils developing intention in their responses to ICT.</p>

Informal					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Tracking</b> Experiential – pupils develop tracking skills in vertical and horizontal plane.</p>	<p><b>Activation</b> Make something happen – pupils developing intention in their responses to ICT</p>	<p><b>Press and Hold</b> Make something happen – pupils achieve desired effect via press and hold.</p>	<p><b>Press and Let Go</b> Make something happen – pupils achieve desired effect via press and let go.</p>	<p><b>Sequences</b> Make something happen – pupils can use a switch to complete a simple sequence including starting and stopping an activity.</p>	
Semi-formal					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Sequences</b> Complete a sequence selecting from three or more choices on the screen.</p>	<p><b>Computing Systems - Technology Around Us</b> To be able to identify and start to operate a computer via a mouse and keyboard.</p>	<p><b>Creating Media - Digital Painting</b> To be able to use shape tools and lines. To use a computer to paint a picture.</p>	<p><b>Data and Information – Grouping Data</b> To identify objects to be counted and to group objects with similar properties.</p>	<p><b>Programming A – Moving a Robot</b> To be able to combine direction commands.</p>	<p><b>Programming B – Introduction to Animation</b> To use a command for a purpose. Combine a series of commands.</p>
Lower Formal					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Computing Systems - IT Around Us</b></p>	<p><b>Creating Media - Digital Photography</b></p>	<p><b>Creating Media – Making Music</b> To identify patterns within music and to</p>	<p><b>Data and Information – Pictograms</b></p>	<p><b>Programming A – Robot Algorithms</b> To describe a series of instructions as a</p>	<p><b>Programming B – Introduction to Quizzes</b> To explain that a sequence of</p>

To recognise the uses and features of information technology.	To use a device to take a photograph. Use tools to change an image.	make music for a purpose.	To count and compare objects using tally charts then create a pictogram.	sequence. Explain what happens when the order is changed.	commands has a start and an outcome.
<b>Upper Formal</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Computing Systems and Networks – Connecting Computers</b></p> <p>Explain how computer networks can be to share information. Explore how digital devices can be connected.</p>	<p><b>Creating Media – Animation</b></p> <p>Explain that animation is a sequence of drawings of photographs. Plan an animation.</p>	<p><b>Programming A – Sequence in Music</b></p> <p>To explore a new programming environment. Identify commands have an outcome.</p>	<p><b>Data and Information – Branching Databases</b></p> <p>To create questions with yes/no answers. Create a branching database.</p>	<p><b>Creating Media – Desktop Publishing</b></p> <p>To recognise how text and images convey information. To recognise that text and layout can be edited.</p>	<p><b>Programming B – Events and Actions</b></p> <p>To create a program to move a sprite in four directions. To develop a program by adding features.</p>