

Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.



KS1/2 Curriculum Map Information Technology (IT)

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-----------------|--|---|---|--|---|---|
| Autumn 1 | Understand that devices have stop, record and playback functions | <p>Select from different presentational features e.g. title, paragraph, label etc.</p> <p>Make use of graphics and sound to enhance text on the screen</p> <p>Develop greater control over a digital/video camera</p> <p>Begin to discuss the quality of the image and make decisions (e.g. delete a blurred / bad image)</p> | <p>Understand that some information found through searching is more relevant than others</p> <p>Use the information purposefully to complete specific tasks e.g. copy, paste and edit relevant information</p> <p>Save and retrieve accessed information through the use of Favourites, History, and Save As</p> <p>Recognise intended audience for their work and begin to suggest appropriate improvements to their work</p> | <p>Combine text, sound and graphics use font sizes and effects appropriately to communicate meaning for a given audience</p> <p>Use hyperlinks to link to web pages or other pages</p> | <p>Select and import graphics from digital cameras, graphics packages and other sources and prepare it for processing using ICT</p> <p>Understand how pages are linked together and recognise the need for clarity</p> <p>Create a range of hyperlinks to produce a non-linear presentation</p> <p>Select and import sounds from own recordings, create own effects and music and import from other sources (discuss copyright)</p> | <p>Use a range of software appropriate to task to communicate ideas effectively</p> <p>Choose appropriate techniques to create an effective and well-polished piece of work considering purpose and intended audience</p> |

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| <p>Autumn 2</p> | <p>Use a paint package to create a picture to communicate ideas</p> <p>Explore shape, line and colour to communicate an idea</p> <p>Talk about their use of a paint package and their choice of tools</p> | <p>Use a range of tools and techniques to communicate a specific idea or artistic style /effect</p> <p>Describe to others their use of a paint package and their reason for their choice of tools</p> <p>Use an appropriate editing tool to improve their work</p> | <p>Evaluate a range of printed and electronic texts appropriate to task e.g. posters, guide books, and recognise key features of layout and design</p> <p>Use design features such as text boxes, columns, borders, WordArt</p> <p>Use appropriate editing tools to ensure work is clear and error free (e.g. spell checker, thesaurus)</p> | <p>Use the data produced to answer specific lines of enquiry</p> <p>Enter data into a spreadsheet and use it to create a range of graphs and charts</p> | <p>Use different filming techniques and camera angles e.g. zoom, panning, wide shot etc. to create different mood/perspective</p> <p>Select and edit sounds, text, movie clips and other effects to suit purpose and audience</p> | <p>Use editing software to combine stills, video and sound using a timeline</p> |
| <p>Spring 1</p> | <p>Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences</p> <p>Use a digital still or video camera to take a picture or record work</p> | <p>Contribute and discuss ideas to compose and respond to discussions on a class blog</p> | <p>Begin to take pictures thinking about the purpose of the image</p> <p>Develop greater control over the digital stills video camera and use the enhanced tools (e.g. Zoom)</p> <p>Create a short animated sequence to communicate a specific idea making use of a simple plan</p> | <p>Use IT to record voice, sounds vocal, sound effects and instrumental to create a sound story</p> <p>Select and import different sounds to include in presentations</p> | <p>Create and use a spreadsheet to create costings which are within budget</p> <p>Consider an appropriate layout and design of their information and data</p> | <p>Create images using a range of techniques to develop a particular style</p> |
| <p>Spring 2</p> | <p>Explore a simulation to support a given topic and talk about what happens and why</p> | <p>Use different layouts and templates for different purposes</p> <p>Develop basic editing including font size, colour and style</p> <p>Save, print, retrieve and amend work</p> | <p>Collect appropriate information, enter it into a database and use the database to answer simple questions</p> <p>Compare different charts and graphs and understand they are used for different purposes</p> <p>Search for images, save and import into a database</p> | <p>Capture, store, retrieve and begin to edit sound, a digital image or digital video recording to suit a particular audience or task</p> | <p>Begin to use software with a timeline to layer sound, adding voice, music and sound effects</p> | <p>Create, compose and respond in blogs, wikis and consider purpose of language and audience</p> |

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| <p>Summer 1</p> | <p>Select the appropriate buttons to navigate web sites or stored information</p> <p>Begin to understand that computers use icons, menus, hyperlinks to provide information and instructions</p> | <p>Begin to navigate within a website using hyperlinks and menu buttons to locate information</p> <p>Select and use devices for recording sound for a specific purpose</p> | <p>Acquire, store and retrieve images from the internet and, with support, cameras</p> <p>Begin to use paint packages or photo-manipulation software to change an image (e.g. copy/paste/crop)</p> | <p>Select and import graphics from digital cameras, graphics packages and other sources and prepare for use (cropping, resizing, editing)</p> | <p>Use an animation package to create a short animation</p> <p>Understand how onion skinning helps when drawing each frame</p> | <p>Use a spreadsheet to solve a real life problem e.g. to support a business enterprise project</p> <p>Solve problems involving selecting, processing, presenting and interpreting data</p> <p>Use spreadsheets to solve mathematical problems</p> |
| <p>Summer 2</p> | <p>Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free</p> | <p>Use graphs to create and answer questions</p> <p>Use a branching database to identify objects using yes or no questions</p> <p>Ask questions that comply with the rule that it can only have a yes or no answer</p> | <p>Combine text and graphics in different layouts, font formats, graphics and images for different purposes or audiences</p> | <p>Take pictures and video thinking about the purpose of the image</p> <p>Develop greater control over digital stills or video camera</p> <p>Create a short animated sequence to communicate a specific idea</p> | <p>Become more aware that web sites are not always accurate and that information should be checked before it is used</p> <p>Format and edit work to improve clarity and mood, using a range of tools</p> | <p>Discuss how using formula can enable them to test different variables</p> <p>Identify and enter the correct formulae into cells, modify the data, make predictions of changes and test them</p> |