Computing
Creating Media progression

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
N/C objectives	I can watch videos and respond to music that uses technology I can touch buttons on the iwb and see what happens I can use the iwb pen to draw I can see that the keyboard makes text on a screen I can use a recorder with support	I can use technology to draw simple pictures- iwb/ipad. I can see how we use technology: photos/music I can use a camera- photograph & video I can look at places and maps online I can use a mouse to navigate on a webpage.	Teach computing Creating media – Digital painting Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Teach Computing Creating media – Digital photography Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school.	Teach computing Creating media Stop-frame animation Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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, including collecting, analysing, evaluating and presenting data and information.	Teach computing photo editing Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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, including collecting, analysing, evaluating and presenting data and information.	Teach computing Video editing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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, including collecting, analysing, evaluating and presenting data and information.	Teach Computing Creating Media – 3D modelling Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 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, including collecting, analysing, evaluating and presenting data and information.
Software			Microsoft paint	Ipad digital cameras	iMotion	Paint.net	Microsoft photos (for windows 10)	Tinker CAD

| Concrete knowledge/skill progression | I can watch videos and respond to music that uses technology

I can touch buttons on the iwb and see what happens

I can use the iwb pen to draw

I can see that the keyboard makes text on a screen

I can use a recorder with support | I can use technology to draw simple pictures- iwb/ipad.

I can see how we use technology: photos/music

I can use a camera- photograph & video

I can look at places and maps online

I can use a mouse to navigate on a webpage. | I can draw lines, make marks on a screen and explain which tools I used to draw a picture

I can use the shape and line tools effectively

I can choose appropriate shapes to make my picture

I can choose appropriate paint tools and colours to recreate the work of an artist

I can say which tools were helpful and why

I can change the colour and brush sizes

I can explain that pictures can be made in lots of different ways | I can take photos in a portrait and landscape format and explain why a photo looks better in this format

I can identify what is wrong with a photograph and improve a photo by retaking it

I can explain why a picture may be unclear

I can explore the effect that light has on a photo

I can recognise that images can be changed

I can use a tool to achieve a desired effect

I can apply a range of photography skills to capture a photo

I can identify which photos are real and which have been changed | I can explain how an animation/flip book works, can draw a sequence of pictures and create an effective animation

I can explain why little changes are needed for each frame

I can predict what an animation will look like and can explain why small changes are needed between frames

I can describe an animation that is achievable on screen

I can use onion skinning to help me make small changes between frames

I can evaluate my own and another learner's animation and identify ways in which it can be improved

I can add other media to my animation | I can identify changes that need to be made to an image and can explain the effect of editing and image

I can describe how images can be changed for different uses

I can make good choices when selecting editing tools

I can recognise that not all images are real

I can evaluate how changes can improve an image | I can explain what makes a video effective

I can use a digital device to record video

I can capture video using a range of techniques

I can create a storyboard

I can improve my video through reshooting and editing

I can consider the impact of the choices made when making and sharing video | I can select, move and delete a digital 3D shape.

I can change the colour and resize a 3D object.

I can rotate 3D objects, position them in relation to each other and select and delete multiple objects.

I can group a digital 3D shape and a placeholder to create a hole in an object.

I can choose 3D shapes to create a model of a real-world object.

I can plan and construct a 3D model, decide how it can be improved and modify my model to improve it. |
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| Vocabulary | | | Tools, paint, thick, thin, brush size, line, shape | Effects, lighting, framing, landscape, portrait, positioning, subject | Stop motion, onion-skimming, animation, frame | Digital image, editing, composition, retouching | Media format, video production/editing, editing software, editing techniques | CAD (Computer Aided Design), workplane, orthographic, floorplan, prototype, scaling |