St Mary's Church of England Primary School

PE Medium Term plan 2022-2033

Let Your Light Shine

NC Objectives - KS1

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Pupils should be taught to:

♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

♣ participate in team games, developing simple tactics for attacking and defending

♣ perform dances using simple movement patterns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Invasion games Unit 1:** • To work safely and develop running and stopping • To develop throwing and learn how to keep score. • To be able to play games showing understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns.	**Dance: Unit 1:** • To explore different body parts and how they move. • To explore different body parts and how they move and remember and repeat actions. • To express and communicate ideas through movement exploring directions and levels. • To create movements and adapt and perform simple dance patterns. • To copy and repeat actions	**Gymnastics Unit 1:** • To copy and create shapes with your body. • To be able to create shapes whilst on apparatus • To develop balancing and taking weight on different body parts. • To develop jumping and landing safely. • To develop rocking and rolling. • To copy and create short sequences by linking actions together. Unit 2:	**Net and Wall games** ***Ball skills Unit 1** • To develop rolling a ball to a target. • To develop stopping a rolling ball. • To develop accuracy when throwing to a target. • To develop bouncing and catching a ball. • To develop dribbling a ball with your feet. • To develop kicking a ball. **Unit 2:** • To develop rolling and	**Striking and fielding games**	**Athletics *Fundamentals Unit 1** • To develop balancing whilst stationary and on the move. • To develop running and stopping. • To develop changing direction. • To develop jumping and landing. • To develop hopping and landing with control. • To explore different ways to travel. **Unit 2:** • To develop balancing.

	• To work with others to play team games. **Unit 2:** • To aim when throwing and practice keeping score. • To follow instructions and move safely when play tagging games. • To learn to play against a partner. • To develop co-ordination and play by the rules. • To explore striking a ball and keeping score. • To work co-operatively as a team.	showing confidence and imagination. • To move with control and co-ordination, linking, copying and repeating actions. **Unit 2:** • To copy, repeat and explore actions in response to a theme. • To explore and remember actions considering level, shape and direction. • To explore movement using a prop with control and co-ordination. • To move with control and co-ordination, expressing	• To create short sequences using shapes, balances and travelling actions. • To develop balancing and safely using apparatus. • To develop jumping and landing safely from a height. • To develop rocking and rolling. • To explore travelling around, over and through apparatus. • To create sequences using apparatus.	tracking a ball. • To develop accuracy when throwing to a target. • To develop dribbling with hands. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet. • To develop kicking a ball to a target.		• To develop running and stopping. • To develop changing direction. • To develop jumping. • To develop hopping. • To explore different ways to travel using equipment.

		ideas through movement. • To remember and repeat actions moving in time with the music. • To explore actions in response to a theme and begin to use counts.				

Year 1	Invasion games	Dance	Gymnastics	Net and wall games	Striking and fielding games	Athletics
	• To understand the role of defenders and attackers. • To understand who to pass to and why when playing against a defender. • To move towards a goal with the ball. • To support a teammate when in possession. • To move into space showing an awareness of defenders. • To be able to stay with a player when defending	• To use counts of 8 to move in time and make my dance look interesting. • To explore pathways in my dance. • To create my own dance using, actions, pathways and counts. • To explore speeds and actions in our pirate inspired dance. • To copy, remember and repeat actions that represent the theme. • To copy, repeat, create and perform actions that represent the theme. • To explore speeds and actions in our toy inspired dance.	• To explore travelling movements. • To develop quality when performing and linking shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To link gymnastic actions to create a sequence.	• To defend space, using the ready position. • To play against an opponent and keep the score. • To develop control when handling a racket. • To develop racket and ball skills • To develop sending a ball using a racket • To develop hitting over a net	• To develop underarm throwing and catching and put this into small sided games. • To develop overarm throwing. • To develop striking a ball with my hand and equipment. • To retrieve a ball when fielding. • To understand how to get a batter out. • To develop decision making and understand how to	• To move at different speeds over varying distances. • To develop balance. • To develop agility and co-ordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.

		- To use expression and create actions that relate to the story. - To use a pathway when travelling. - To explore and copy actions in response to a theme. - To create my own actions for an animal. - To explore pathways with a partner.			score points.	

Year 2	Invasion games	Dance	Gymnastics	Net and wall games	Striking and fielding games	Athletics
	• To understand what being in possession means and support a teammate to do this. • To use a variety of skills to score goals. • To develop stopping goals. • To develop stopping goals. • To learn how to gain possession of the ball • To develop an understanding of marking an opponent. • To learn to apply simple tactics for attacking and defending.	• To remember, repeat and link actions to tell the story of my dance. • To develop an understanding of dynamics and how they can show an idea. • Use counts of 8 to help you stay in time with the music. • To copy, remember and repeat actions using facial expressions to show different characters. • To explore pathways and levels. • To remember and rehearse our circus dance showing expression and character • To copy, repeat and create actions	• To perform gymnastic shapes and link them together. • To be able to use shapes to create balances. • To be able to link travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. • To develop rolling and sequence building. • To develop sequence work on apparatus.	• To develop racket familiarization • To develop placing an object. • To use the ready position to defend space on court. • To develop returning a ball with hands. • To develop returning a ball using a racket. • To move an opponent to win a point.	• To be able to track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision	• To develop the sprinting action. • To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To develop technique when taking part in an athletics carousel

		in response to a stimulus. • To copy, create and perform actions considering dynamics. • To create a short dance phrase with a partner showing clear changes of speed. • To copy, repeat and create movement patterns in response to the theme. • To create and perform using unison, mirroring and matching with a partner. • To remember and repeat actions and dance as a group.			making to get a batter out. • To develop decision making when under pressure	

NC Objectives – KS2

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Pupils should be taught to:

♣ use running, jumping, throwing and catching in isolation and in combination

♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending

♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

♣ perform dances using a range of movement patterns

♣ take part in outdoor and adventurous activity challenges both individually and within a team

♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Year 3	Invasion games	Dance	Gymnastics	Net and wall games	Striking and fielding games	Athletics
	*Handball • To begin to throw and catch while on the move • To learn how to move towards goal or away from a defender. • To develop accuracy when shooting. • To be able to apply individual and team defending skills • To use a change of direction and speed to lose a defender and move into space. • To maintain possession when in attack	• To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics to show our dance idea. • To remember, repeat and create actions to represent an idea. • To share ideas of actions and dynamics to create a dance that shows a location.	• To be able to create interesting point and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence incorporating equipment.	*Tennis • To develop racket and ball control. • To develop returning the ball using a forehand groundstroke. • To be able to rally using a forehand. • To develop the two handed backhand. • To learn how to score. To develop playing against an opponent • To work collaboratively with a partner and compete against others.	*Rounder's • To play different roles in a game and begin to think tactically about each role. • To develop the bowling action and learn the rules of bowling. • To run around the outside of the bases and make decisions about when to stop and when to run. • To field a ball using a two handed pick up and a short barrier. • To develop batting technique and an understanding of where to hit the ball.	• To develop the sprinting technique and improve on your personal best • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To devlop throwing for distance and accuracy • To develop throwing for distance in a pull throw.

*Hockey - To develop sending the ball with a push pass. - To develop receiving the ball. - To develop dribbling using the reverse stick (Indian dribble). - To develop moving into space after passing the ball. - To use an open stick tackle to gain possession. - To apply defending and attacking principles and skills in a hockey tournament. ***Netball** - To develop passing and	- To use choreographing ideas to develop our dance. - To use straight pathways and clear changes in direction in a line dance. - To use canon and unison to make our line dance look interesting. - To use formations, canon and unison to make our line dance look interesting. - To remember, repeat and create actions around a theme. - To understand and use formations. - To structure a dance to	- To apply skills and rules learnt to play rounder's. ***Cricket** - To develop overarm throwing and catching - To develop underarm bowling. - To learn how to grip the bat and develop batting technique. - To be able to field a ball using a two handed pick up and a short barrier. - To develop overarm bowling technique. - To play apply skills learnt to mini cricket.	- To develop officiating and performing skills.

		moving and play within the footwork rule.	represent a theme.				
		• To develop passing and moving towards a goal.					
		• To develop movement skills to lose a defender.					
		• To be able to defend an opponent and try to win the ball.					
		• To develop the shooting action.					
		• To develop playing using netball rules.					

Year 4	Invasion games	Dance	Gymnastics	Net and wall games	Striking and fielding	Athletics
	*Handball • To begin to throw and catch while on the move • To learn how to move towards goal or away from a defender. • To develop accuracy when shooting. • To be able to apply individual and team defending skills • To use a change of direction and speed to lose a defender and move into space. • To maintain possession when in attack *Hockey	• To copy and create actions in response to an idea and be able to adapt this using changes of space. • To choose actions which relate to the theme. • To develop a dance using matching and mirroring. • To learn and create dance moves in the theme of carnival. • To develop a carnival dance using formations,	• To develop individual and partner balances • To develop control in performing and landing rotation jumps. • To develop the straight, barrel, forward and straddle roll. • To develop the straight, barrel, forward and straddle roll. • To develop strength in inverted movements.	*Tennis • To develop hitting the ball using a forehand • To develop returning the ball using a forehand. • To develop the backhand and understand when to use it. • To work co-operatively with a partner to keep a continuous rally going • To use simple tactics in a game to outwit an opponent. • To demonstrate	*Rounder's • To play different roles in a game and begin to think tactically about each role. • To develop the bowling action and learn the rules of bowling. • To run around the outside of the bases and make decisions about when to stop and when to run. • To field a ball using a two handed pick up and a short barrier. • To develop batting technique and an understanding	• To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop technique when jumping for distance. • To develop power and technique when throwing for distance • To develop a pull throws for distance and accuracy • To develop officiating and

	• To develop sending the ball with a push pass. • To develop receiving the ball. • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a hockey tournament. *Netball • To develop passing and moving and play within the footwork rule.	canon and unison. • To develop a dance phrase and perform as part of a class performance. • To understand how dynamics, space and relationships can be used to represent a state of matter. • To use actions, dynamics, space and relationships to represent a states of matter. • To order and structure phrases to create a	• To be able to create a partner sequence to include apparatus.	honesty and fair play when competing against others.	of where to hit the ball. • To apply skills and rules learnt to play rounder's. *Cricket • To develop overarm throwing and catching • To develop underarm bowling. • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To play apply skills learnt to mini cricket.	performing skills

		• To develop passing and moving towards a goal. • To develop movement skills to lose a defender. • To be able to defend an opponent and try to win the ball. • To develop the shooting action. • To develop playing using netball rules.	dance performance. • To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. • To learn and perform a partner dance in a 1960s style. • To develop my own 1960s inspired dance using changes in relationships.			

Year 5	Invasion games	Dance	Gymnastic	Net and wall games	Striking and fielding games	Athletics
	*Handball • To develop a variety of passes and know when to use each to help to maintain possession. • To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders. • To use defending skills to stop an opponent from scoring. • To select and apply the appropriate skill to score goals. • To use defensive skills to gain possession • To maintain possession under pressure.	• To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. • To understand and use relationships and space to change how a performance looks. • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy and repeat actions keeping in	• To be able to perform symmetrical and asymmetrical balances. • To develop the straight, forward, straddle and backward roll • To be able to explore different methods of travelling, linking actions in both canon and synchronization. • To be able to perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To be able to create a partner	*Tennis • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to	*Rounder's • To develop the bowling action and understand the role of the bowler • To develop batting technique. • . To make decisions about where and when to send the ball to stump a batter out. • To develop a variety of fielding techniques and when to use them in a game. • To develop long and short barriers in fielding and understand	• To be able to apply different speeds over varying distances. • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers. • To develop technique and co-ordination in the triple jump • To develop throwing with force for longer distances. To develop throwing with greater control and technique.

	*Hockey • To develop sending the ball with a push pass. • To develop receiving the ball. • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a hockey tournament.	time with the music	sequence using apparatus.	outwit an opponent. *Volleyball • To develop the fast catch volley. • To be able to volley the ball using a set shot. • To develop the dig and understand when to use it. • To keep a continuous rally going over the net. • To develop the underarm serve and learn the rules of serving. • To apply the rules, skills and tactics learnt to play in a volleyball tournament.	when to use them. • To apply the rules and skills you have learnt to play in a rounder's tournament. *Cricket • To develop throwing accuracy and catching skills under pressure. • To develop placement of a ball into space. • To develop consistency of catching to get opponents out. • To develop overarm bowling technique and accuracy.	

				- To develop a variety of fielding techniques and use them within a game. - To further develop fielding techniques and apply them to a game situation.	

	*Netball • To develop passing and moving. • To be able to use the attacking principle of creating and using space. • To be able to change direction and lose a defender. • To be able to defend ball side and know when to go for interceptions. • To develop the shooting action. • To use and apply skills and tactics to small sided games.	• To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. • To develop set choreography inspired by a Mayan god. • To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. • To use structure to create a dance performance. • To use matching, canon and unison in the style of the lion dance. • To use space and relationships to create a dragon dance. • To select and combine dance tools to perform a Chinese dance.				

Year 6	INVASION GAMES	DANCE	GYMNASTICS	NET AND WALL GAMES	STRIKING AND FIELDING	ATHLETICS
	Handball • To develop a variety of passes and know when to use each to help to maintain possession. • To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders. • To use defending skills to stop an opponent from scoring. • To select and apply the appropriate skill to score goals. • To use defensive skills to gain possession • To maintain possession under pressure *Hockey • To develop sending the ball	• To copy and repeat a set dance phrase showing confidence in movements. • To work with others to explore and develop the dance idea. • To use changes in dynamics in response to the stimulus. • To demonstrate a sense of rhythm and energy when performing bhangra style motifs. • To perform a bhangra dance, showing an awareness of timing, formations and direction. • To select, order, structure and perform movements in a bhangra style,	• To be able to develop the straddle, forward and backward roll. • To develop counter balance and counter tension. • To be able to perform inverted movements with control. • To be able to perform the progressions of a headstand and a cartwheel. • To be able to use flight from hands to travel over apparatus. • To be able to create a group sequence using formations and apparatus.	*Tennis • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To develop the volley and understand when to use it. • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. To learn to use the official scoring system. • To work co-operatively with a partner and employ tactics to	*Rounder's • To develop the bowling action and understand the role of the bowler • To develop batting technique. • . To make decisions about where and when to send the ball to stump a batter out. • To develop a variety of fielding techniques and when to use them in a game. • To develop long and short barriers in fielding and	• To work collaboratively with a partner to set a steady pace. • To develop your own and others sprinting technique. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance • To develop throwing with force and accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

	with a push pass. • To develop receiving the ball. • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a hockey tournament. *Netball • To develop passing and moving. • To be able to use the attacking principle of	showing various group formations. • To develop a dance phrase using actions, dynamics, space and relationships. • To copy and create actions with consideration to story using a prop to enhance the idea. • To use choreographing devices to improve how the performance looks. • To copy and repeat a phrase of movement in the 1970s disco theme. • To devise a freeze frame montage in the 1970s theme. • To use feedback to develop and refine a 1970s dance performance.		outwit an opponent. *Volleyball • To develop the fast catch volley. • To be able to volley the ball using a set shot. • To develop the dig and understand when to use it. • To keep a continuous rally going over the net. • To develop the underarm serve and learn the rules of serving. • To apply the rules, skills and tactics learnt to play in a volleyball tournament.	understand when to use them. • To apply the rules and skills you have learnt to play in a rounder's tournament *Cricket • To develop throwing accuracy and catching skills under pressure. • To develop placement of a ball into space. • To develop consistency of catching to get opponents out. • To develop overarm bowling technique and accuracy.	

	creating and using space. • To be able to change direction and lose a defender. • To be able to defend ball side and know when to go for interceptions. • To develop the shooting action. • To use and apply skills and tactics to small sided games.				• To develop a variety of fielding techniques and use them within a game. • To further develop fielding techniques and apply them to a game situation.	

Knowledge, Skills and Understanding breakdown for PE

Year 1

Algorithms and Programs	Data Retrieving and Organising	Communicating
☐ ☐ Can they create a simple series of instructions – left and right? ☐ Can they record their routes? Do they understand forwards, backwards, up and down? ☐ Can they put two instructions together to control a programmable toy? ☐ Can they begin to plan and test a Bee-bot journey?	• Can they capture images with a camera? ☐ Can they print out a photograph from a camera with help? • Can they record a sound and play it back? ☐ Can they enter information into a template to make a graph? ☐ Can they talk about the results shown on a graph?	• Do they recognise what an email address looks like? • Have they joined in sending a class email? ☐ Can they use the @ key and type an email address? ☐ Can they word process ideas using a keyboard? • Can they use the spacebar, back space, enter, shift and arrow keys? • Can they print out a page from the internet?

Challenging
☐ Can they record pupils' voices as voice over?   ☐ Can they use a teacher prepared photo story to create a slideshow of photos?

Knowledge, Skills and Understanding breakdown for PE		
Year 2		
Algorithms and Programs	Data Retrieving and Organising	Communicating
☐ Can they predict the outcomes of a set of instructions? ☐ Can they use right angle turns? ☐ Do they use the repeat commands? ☐ Can they test and amend a set of instructions? ☐ Can they write a simple program and test it? ☐ Can they predict what the outcome of a simple program will be?	• Can they find information on a website? • Can they click links in a website? • Can they print a web page to use as a resource? ☐ Can they experiment with text, pictures and animation to make a simple slide show? ☐ Can they use the shape tools to draw?	• Can they send and reply to messages sent by a safe email partner (within school)? ☐ Can they word process a piece of text? • Can they insert / delete a word using the mouse and arrow keys? • Can they highlight text to change its format (B, U, I)?
Challenging		
☐ Can they create a presentation in a small group and record the narration?		
☐ Can they record sounds into software and playback? ☐ Can they insert pre-recorded sounds into a presentation? ☐ Can they capture still and moving images?		

Knowledge, Skills and Understanding breakdown for Computing **Year 3**		
Algorithms and Programs	Data Retrieving and Organising	Communicating
☐ Can they experiment with variables to control models? ☐ Can they use 90 degree and 45 degree turns? ☐ Can they give an on-screen robot directional instructions? ☐ Can they draw a square, rectangle and other regular shapes on screen, using commands? ☐ Can they write more complex programs?	• Can they review images on a camera and delete unwanted images? • Have they experienced downloading images from a camera into files on the computer? ☐ Can they use photo editing software to crop photos and add effects? • Can they manipulate sound when using simple recording story boarding?	• Can they use the email address book? • Can they open and send an attachment?
Using the internet	Databases	Presentation
☐ Can find relevant information by browsing a menu? ☐ Can they search for an image and copy and paste it into a document? ☐ Can they use 'save picture as' to save an image to the computer? ☐ Can they copy and paste text into a document? ☐ Do they begin to use note-making skills to decide what text to copy?	• Can they input data into a prepared database? • Can they sort and search a database to answer simple questions? • Can they use a branching database?	• Can they create a presentation that moves from slide to slide and is aimed at a specific audience? • Can they combine text, images and sounds and show awareness of audience? • Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?
Challenging		
☐ Can they search by keyword using a child friendly search engine? ☐ Can they bookmark a page into your favourites? ☐ Can they contribute to a class blog? ☐ Can they use repeat command in logo to create a pattern?		

Knowledge, Skills and Understanding breakdown for Computing
Year 4

Algorithms and Programs	Data Retrieving and Organising	Communicating
- Can they use repeat instructions to draw regular shapes on screen, using commands? - Can they experiment with variables to control models? - Can they make turns specifying degrees? Can they give an on-screen robot specific directional instructions that takes them from x to y? - Can they make accurate predictions about the outcome of a program they have written?	- Can they capture images using webcams, screen capture, scanning, visualiser and internet? - Can they choose images and download into a file? - Can they download images from the camera into files on the computer? - Can they copy graphics from a range of sources and paste into a desktop publishing program?	- Do they appreciate the benefits of ICT to send messages and to communicate? - Can they use the automatic spell check to edit spellings?

Using the Internet	Databases	Presentation
- Can they use a search engine to find a specific website? - Can they use note-taking skills to decide which text to copy and paste into a document? - Can they use tabbed browsing to open two or more web pages at the same time? - Can they open a link to a new window? - Can they open a document (pdf) and view it?	- Can they input data into a prepared database? - Can they sort and search a database to answer simple questions? - Do they recognise what a spread sheet is? - Can they use the terms cells, rows and columns? - Can they enter data, highlight it and make bar charts?	- Can they create a lengthy presentation that moves from slide to side and is aimed at a specific audience? - Can they insert sound recordings into a multimedia presentation? - Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Year 4 (Challenging)
- Can they use photo editing software to crop photographs and add effects?   - Can they copy and paste the graph/ bar chart and use it in a WP document?   - Cab they use animation in their presentation?

Knowledge, Skills and Understanding breakdown for Computing
Year 5

Algorithms and Programs	Data Retrieving and Organising	Communicating
- Can they combine sequences of instructions and procedures to turn devices on or off? - Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? - Can they use ICT to measure sound or light or temperature using sensors? - Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?	- Can they listen to streaming audio such as online radio? - Can they download and listen to podcasts? - Can they produce and upload a podcast? - Can they manipulate sounds using Audacity? - Can they select music from open sources and incorporate it into multimedia presentations? - Can they work on simple film editing?	- Can they use instant messaging to communicate with class members? - Can they conduct a video chat with someone elsewhere in the school or in another school? - Can they use the word count tool to check the length of a document? - Can they use bullets and numbering tools?

Using the Internet	Databases	Presentation
Can they use a search engine using keyword searches? Can they compare the results of different searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer?	- Can they create a formula in a spreadsheet and then check for accuracy and plausibility? - Can they search databases for information using symbols such as = > or <? - Can they create databases planning the fields, rows and columns? - Can they create graphs and tables to be copied and pasted into other documents?	- Can they use a range of presentation application? - Do they consider audience when editing a simple film? - Do they know how to prepare and then present a simple film? - Can they use ICT to record sounds and capture both still and video images? - Can they make a home page for a website that contains links to other pages? - Can they capture sounds, images and video?

Year 5 (Challenging)
- Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate?   - Can they save an image document as a gif or I peg. file format using the 'save as' command?

- Cab they make an information poster using graphics skills to good effect?

Knowledge, Skills and Understanding breakdown for Computing **Year 6**		
Algorithms and Programs	Data Retrieving and Organising	Communicating
☐ Can they explain how an algorithm works? ☐ Can they detect errors in a program and correct them? ☐ Can they use an ICT program to control a number of events for an external device? Can they use ICT to measure sound, light or temperature using sensors and interpret the data? ☐ Can they explore 'what if' questions by planning different scenarios for controlled devices? ☐ Can they use input from sensors to trigger events? ☐ Can they check and refine a series of instructions? ☐	• Can they explore the menu options and experiment with images (colour effects, Options, snap to grid, grid settings etc.)? • Can they add special effects to alter the appearance of a graphic? • Can they 'save as' gif or I peg. Wherever possible to make the file size smaller (for emailing or downloading)? • Can they make an information poster using their graphics skills to good effect?	• Can they confidently choose the correct page set up option when creating a document? • Can they confidently use text formatting tools, including heading and body text? • Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?
Using the Internet	Databases	Presentation
☐ Can they contribute to discussions online? ☐ Can they use a search engine using keyword searches? ☐ Can they use complex searches using such as '+', 'OR', 'Find the phrase in inverted commas"?	• Can they collect live data using data logging equipment? • Can they identify data error, pattern and sequences? • Can they use the formulae bar to explore mathematical scenarios? • Can they create their own database and present information from it?	• Can they present a film for a specific audience and then adapt some film for a different audience? • Can they create a sophisticated multimedia presentation?
Year 6 (Challenging)		
☐ Can they incorporate graphics where appropriate, using the most effective text wrapping formats? ☐ Can they conduct a video chat with more than one person at a time? ☐ Can they compare the information provided on two tabbed websites looking for bias and perspective?		