

2	2	Creating media – Digital photography	2	-To make choices when taking a photograph	-I can explain the process of taking a good photograph -I can explain why a photo looks better in portrait or landscape format -I can take photos in both landscape and portrait format						Art and design	- Self-image and identity
2	2	Creating media – Digital photography	3	-To describe what makes a good photograph	-I can discuss how to take a good photograph -I can identify what is wrong with a photograph -I can improve a photograph by retaking it						Art and design	- Self-image and identity
2	2	Creating media – Digital photography	4	-To decide how photographs can be improved	-I can experiment with different light sources -I can explain why a picture may be unclear -I can explore the effect that light has on a photo						Art and design	- Self-image and identity
2	2	Creating media – Digital photography	5	-To use tools to change an image	-I can explain my choices -I can recognise that images can be changed -I can use a tool to achieve a desired effect						Art and design	- Self-image and identity
2	2	Creating media – Digital photography	6	-To recognise that photos can be changed	-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 recognise which photos have been changed						Art and design	- Self-image and identity
2	3	Programming A – Robot algorithms	1	-To describe a series of instructions as a sequence	-I can choose a series of words that can be enacted as a sequence -I can follow instructions given by someone else -I can give clear instructions						Music	
2	3	Programming A – Robot algorithms	2	-To explain what happens when we change the order of instructions	-I can show the difference in outcomes between two sequences that consist of the same commands -I can use an algorithm to program a sequence on a floor robot -I can use the same instructions to create different algorithms						Music	
2	3	Programming A – Robot algorithms	3	-To use logical reasoning to predict the outcome of a program	-I can compare my prediction to the program outcome -I can follow a sequence -I can predict the outcome of a sequence						Music	
2	3	Programming A – Robot algorithms	4	-To explain that programming projects can have code and artwork	-I can explain the choices I made for my mat design -I can identify different routes around my mat -I can test my mat to make sure that it is usable						Music	
2	3	Programming A – Robot algorithms	5	-To design an algorithm	-I can create an algorithm to meet my goal -I can explain what my algorithm should achieve -I can use my algorithm to create a program						Music	
2	3	Programming A – Robot algorithms	6	-To create and debug a program that I have written	-I can plan algorithms for different parts of a task -I can put together the different parts of my program -I can test and debug each part of the program						Music	
2	4	Data and information – Pictograms	1	-To recognise that we can count and compare objects using tally charts	-I can compare totals in a tally chart -I can record data in a tally chart -I can represent a tally count as a total -I can enter data onto a computer						Maths	- Privacy and security
2	4	Data and information – Pictograms	2	-To recognise that objects can be represented as pictures	-I can use a computer to view data in a different format -I can use pictograms to answer simple questions about objects						Maths	- Privacy and security
2	4	Data and information – Pictograms	3	-To create a pictogram	-I can explain what the pictogram shows -I can organise data in a tally chart -I can use a tally chart to create a pictogram						Maths	- Privacy and security
2	4	Data and information – Pictograms	4	-To select objects by attribute and make comparisons	-I can answer 'more than'/'less than' and 'most/least' questions about an attribute -I can create a pictogram to arrange objects by an attribute -I can tally objects using a common attribute						Maths	- Privacy and security
2	4	Data and information – Pictograms	5	-To recognise that people can be described by attributes	-I can choose a suitable attribute to compare people -I can collect the data I need -I can create a pictogram and draw conclusions from it						Maths	- Privacy and security
2	4	Data and information – Pictograms	6	-To explain that we can present information using a computer	-I can give simple examples of why information should not be shared -I can share what I have found out using a computer -I can use a computer program to present information in different ways						Maths	- Privacy and security
2	5	Creating media - Digital music	1	-To say how music can make us feel	-I can describe music using adjectives -I can identify simple differences in pieces of music -I can say what I do and don't like about a piece of music							- Copyright and ownership
2	5	Creating media - Digital music	2	-To identify that there are patterns in music	-I can create a rhythm pattern -I can explain that music is created and played by humans -I can play an instrument following a rhythm pattern							- Copyright and ownership
2	5	Creating media - Digital music	3	-To experiment with sound using a computer	-I can connect images with sounds -I can relate an idea to a piece of music -I can use a computer to experiment with pitch							- Copyright and ownership

