

	Using technology independently and safely.	Planning, Developing and Evaluating	Finding, using and communicating.	Programming
FS	<ul style="list-style-type: none"> • To be able to log on to a laptop. • To know how to shut the laptop down properly. • To begin typing skills (instruction keys) • To navigate school website with confidence. • To know the rules for using and looking after technology. • Hector's world Episode 1 (Details, Details) 	<ul style="list-style-type: none"> • Talk about their use of ICT. 	<ul style="list-style-type: none"> • To type name labels for pictures. • To type simple captions (2Publish) • To create simple pictograms (2Count) • To create own art work (2Paint) • To take photographs independently. 	<ul style="list-style-type: none"> • To solve problems using Beebots (Beebot app) • To begin to understand simple sequences and instructions (Bugs and Buttons) • Use 2Go (directions) • Explore some simple simulations (Simple City) • To begin to input simple instructions (2Code – Fun with Fish, Haunted Scene)
Yr 1	<ul style="list-style-type: none"> • To log on and shut down. • To save work in own folder on shared area. • To print work. • To develop typing skills (instruction keys) • To navigate school website and collect information to be put on class page. • To use a digital camera. • To know the school rules for keeping safe on the internet. • Hector's world Episodes 2 and 3 (Welcome to the Carnival, It's a serious game) 	<ul style="list-style-type: none"> • Plan how to use ICT to explore their ideas. • Comment on how their work could be improved. • Describe their use of ICT. 	<ul style="list-style-type: none"> • To enter text using a word processing package (2publish) • Presenting information graphically (2Count/2Graph) • To be able to use a range of paint tools (2Paint) • To create a short animation (2Animate, I can animate) • To begin to create a short presentation • To begin to navigate web pages. • Begin to know that the internet can be used for sending emails. 	<ul style="list-style-type: none"> • To know what an algorithm is. • To know what a program is. • To begin to use simple programs. • To create and debug simple programs. <p>(2Code – Sounds, Princess and the Frog, Turtle, Magician , Tick Tock Clock challenge)</p>
Yr 2	<ul style="list-style-type: none"> • To log on, shut down laptops. • To save and open work on shared area. • To print work. • To develop typing skills (falling letters) • With support contribute to class page by writing blog and adding photos. • To know the school rules for keeping safe on the internet. • Hector's world (The Info gang, Heroes) 	<ul style="list-style-type: none"> • Plan how to use ICT to explore their ideas. • Comment on how their work could be improved. • Describe their use of ICT. 	<ul style="list-style-type: none"> • Enter and present text to achieve a desired outcome (font, size, colour, layout, wordart) • Collect, present and organise data (2Graph) • Using a paint package to create a desirable outcome. • To use digital imaging and video • Create a presentation using video • To use a search engine and save favourite websites. 	<ul style="list-style-type: none"> • To know what an algorithm is. • To know what a program is. • To begin to use simple programs. • To create and debug simple programs. • To use logical reasoning to predict the behaviour of simple programs. <p>(2Code – Gibbon Level)</p>

<p>Yr 3</p>	<ul style="list-style-type: none"> • As above • To develop typing skills (teaching keys) • Write blog for class page on school website. • To know Key Stage 2 E Safety rules. • Cyber café 1: using technology to communicate. • Cyber Café 2: Introducing the Think U Know website 	<ul style="list-style-type: none"> • Plan how to use ICT to explore their ideas. • Comment on how their work could be improved. • Describe their use of ICT. 	<ul style="list-style-type: none"> • To use word processing tools (spell check, grammar, replace, dictionary, thesaurus) • Searching and adding to a database (2Investigate) • To create artwork on screen that manipulates digital images and uses layering of shapes. • To begin to use formulae in spreadsheets 	<ul style="list-style-type: none"> • To use repetition in programs (floor turtle and on screen) • To understand what an algorithm is and begin to work with variables (Hopscotch/Kodu) • To use different types of input and output. (2Code – Coding principals level)
<p>Yr 4</p>	<ul style="list-style-type: none"> • As above • Develop typing skills (Falling words) • Write blog for class page on school website. • Cyber Café 3: Communication and Information. • Cyber Café 4: Using email safely. • Cyber Café 5: Responsible use of the internet. 	<ul style="list-style-type: none"> • Plan how to use ICT to explore their ideas. • Comment on how their work could be improved. • Describe their use of ICT. • Compare different forms of technology, making decisions about suitability for purpose. 	<ul style="list-style-type: none"> • To create art work using ICT that combines more than one image. • To be able to use a spreadsheet to perform calculations. • To search a database and create their own (2investiate) • To consider how to arrange images and text for visual effect in word. • Use formatting tools. • To create stop go animations • To create presentations that are fit for purpose and audience. • Begin to evaluate the content of websites. • To use technology to record and manipulate sounds. 	<ul style="list-style-type: none"> • To plan and write procedures, editing and improving after feedback. • To describe the effect of a procedure and analyse the outcome (logo) • To use logical reasoning to explain how some algorithms work. • To begin to detect and correct errors. <p>(2Code – Gorilla Level, Daisy the Dino, Hopscotch)</p>

<p>Yr 5</p>	<ul style="list-style-type: none"> • As above • Develop typing skills (2Pop) • Take responsibility for class page on website. • Cyber Café 6: Chatting with care • Cyber Café 7: Using text and picture messaging. • Cyber Café 8: Behaving responsibly. • Cyber Café 9: Social networking, safe profiling. 	<ul style="list-style-type: none"> • Plan how to use ICT to explore their ideas. • Comment on how their work could be improved. • Describe their use of ICT. • Compare different forms of technology, making decisions about suitability for purpose. • To combine use of different types of hardware and software. 	<ul style="list-style-type: none"> • To create 2d and 3d graphical models. • To create spread sheets that have complex formulae. • Collect, collate, select, present and interpret data in order to draw conclusions. • To organise and present information so that it meets the needs of an intended audience. • Create a podcast and blog. • Combine media formats to create a film. • To create a multi layered presentation. • Make sound judgements about the validity of websites. 	<ul style="list-style-type: none"> • To design, write and debug programs that have a specific goal • To solve problems by decomposing them into smaller parts. • To use sequences, selection and repetition in programs. • To work with variables. <p>(2Code – Debug challenges Chimp, Free Code Scenes, Scratch)</p>
<p>Yr 6</p>	<ul style="list-style-type: none"> • As Above • Develop typing skills (Typing Practice) • Take responsibility for class page on website. 	<p>As above.</p>	<ul style="list-style-type: none"> • To use graphical modelling packages. • To create spread sheets to aid decision making. <ul style="list-style-type: none"> • To use and evaluate data bases. • Use reviewing tools to evaluate and improve work. <ul style="list-style-type: none"> • To plan, create and edit a presentation. 	<ul style="list-style-type: none"> • To design, write and debug programs that have a specific goal. • To control or simulate physical systems. • To use sequence, selection and repetition in programs. • To use logical reasoning to predict the effect of an algorithm, debugging where needed. • To understand computer networks including the internet and the world wide web. • To understand how search results are selected and ranked. <p>(2Code – Free Code Level, Scratch, Sketch Nation, Game Press)</p>