

## National Curriculum Coverage and Progression



<b>Subject: ICT      Cycle: A</b>	
<b>EYFS Early Learning Goals:</b> <b>Understanding of the world</b> involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. <b>Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	
<b>EYFS continuous provision opportunities:</b> <ul style="list-style-type: none"> <li>• Independent access to IWB to use age-appropriate ICT programs</li> <li>• Printing and collecting own work from iPad</li> <li>• Operating simple equipment e.g. laptops, CD players, beebots</li> <li>• Comparing and recognising similarities and differences between home and school IT</li> </ul>	
<b>Knowledge and skills</b> <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Know that many everyday devices respond to commands</li> <li>• follow simple instructions e.g. playing at robots, country dancing (pre-Logo activities)</li> <li>• control a programmable robot in a linear simulation scenario e.g. a programmable robot as postman, using Forward and Backward commands (arrows) and the Go command</li> <li>• use arrow keys or click on arrows to explore a scene or backdrop in a simple on-screen Logo program</li> </ul> <b>IT</b> <ul style="list-style-type: none"> <li>• be able to logon to the school system and learning platform/online learning space</li> <li>• Can shut down a computer/lap top accurately</li> <li>• Knows how to close apps on the IPad</li> <li>• with support, print their work using the Print icon</li> <li>• load programs with support</li> <li>• use appropriate ICT vocabulary</li> <li>• be able to discuss the use of ICT in the World around us and compare to the use of ICT in the classroom</li> <li>• be aware that digital pictures and video can be saved on a computer</li> <li>• know that sound can be recorded and played back</li> <li>• use arrow keys or mouse to navigate the program</li> </ul> <b>Digital Literacy</b> <b>Finding and using information and data</b> <ul style="list-style-type: none"> <li>• develop simple classification skills based on practical sorting activities</li> <li>• put text on screen</li> <li>• use upper and lower case letters</li> <li>• Use delete button</li> </ul> <b>Creative / productive use of ICT</b> <ul style="list-style-type: none"> <li>• be able to use an art package as medium to convey their ideas, as one of a range of media available</li> <li>• be aware of a wider range of tools in the art package</li> <li>• use a digital camera or digital video camera to take pictures</li> </ul> <b>Sound</b>	<b>Vocabulary</b> Command Program Clear memory Arrows Forward Backward  Log on/off Password User name Print Button Apps (application) Shut down Window Load Play, rewind, fast forward  Type Key/keyboard Delete Shift Caps lock Space bar Return

## National Curriculum Coverage and Progression



<ul style="list-style-type: none"> <li>use sound recorders / players independently to listen to pre-recorded sound</li> </ul>			
Year Group	Yr 1/2	Yr 3/4	Yr 5/6
<b>Autumn 1</b>	<p>Year 1- Word processing skills</p> <ul style="list-style-type: none"> <li>Using technology purposefully to create</li> <li>Using technology purposefully to organise</li> <li>Using technology purposefully to store</li> <li>Using technology purposefully to manipulate</li> <li>Using technology purposefully to retrieve</li> <li>Recognising common uses of information technology beyond school</li> </ul>	<p>Year 3 Word Processing</p> <ul style="list-style-type: none"> <li>selecting, using and combining 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;</li> <li>using technology safely, respectfully and responsibly;</li> <li>how to recognise acceptable and unacceptable behaviour;</li> <li>how to identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Year 5- Scratch</p> <ul style="list-style-type: none"> <li>designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;</li> <li>solving problems by decomposing into smaller parts;</li> <li>using sequence, selection, and repetition in programs; work with variables and various forms of input and output;</li> <li>using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;</li> </ul>
<b>Autumn 2</b>	<p>Year 1- Programming Toys</p> <ul style="list-style-type: none"> <li>Understand algorithms and what they are</li> <li>Understand how algorithms are implemented as programs on digital devices</li> <li>Use programs and understand how to execute by following precise and unambiguous instructions</li> <li>Using logical reasoning to predict the behaviour of simple programs</li> <li>Using technology purposefully to create</li> </ul>	<p>Year 3- Programming Turtle Logo and Scratch</p> <ul style="list-style-type: none"> <li>designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;</li> <li>solving problems by decomposing into smaller parts;</li> <li>using sequence, selection and repetition in programs;</li> <li>working with variables and various forms of input and output;</li> <li>using logical reasoning to explain how some simple algorithms work and to</li> </ul>	<p>Year 5- Flowol</p> <ul style="list-style-type: none"> <li>designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;</li> <li>solving problems by decomposing into smaller parts;</li> <li>using sequence, selection, and repetition in programs; work with variables and various forms of input and output;</li> <li>using logical reasoning to explain how some simple algorithms work and to</li> </ul>

## National Curriculum Coverage and Progression



	<ul style="list-style-type: none"> <li>Using technology purposefully to organise</li> <li>Using technology purposefully to retrieve</li> </ul>	detect and correct errors in algorithms and programs;	detect and correct errors in algorithms and programs;
<b>Spring 1</b>	<p>Year 1- Online Safety</p> <ul style="list-style-type: none"> <li>Using technology purposefully to create</li> <li>Using technology purposefully to organise</li> <li>Using technology purposefully to store</li> <li>Using technology purposefully to manipulate</li> <li>Using technology purposefully to retrieve</li> <li>Recognise common uses of information technology beyond school</li> <li>Using technology safely and respectfully</li> </ul>	<p>Year 3- Drawing and DTP</p> <ul style="list-style-type: none"> <li>selecting, using and combining 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;</li> </ul>	<p>Year 5-Radio Station</p> <ul style="list-style-type: none"> <li>selecting, using and combining 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;</li> </ul>
<b>Spring 2</b>	<p>Year 1- Painting</p> <ul style="list-style-type: none"> <li>Using logical reasoning to predict the behaviour of simple programs</li> <li>Using technology purposefully to create</li> <li>Using technology purposefully to manipulate</li> </ul>	<p>Year 3- Internet Research and Communication</p> <ul style="list-style-type: none"> <li>computer networks including the Internet;</li> <li>how computer networks can provide multiple services, such as the world wide web;</li> <li>opportunities computer networks offer for communication and collaboration;</li> <li>using search technologies effectively;</li> <li>how results are selected and ranked;</li> <li>how to be discerning in evaluating digital content;</li> </ul>	<p>Year 5- Online Safety</p> <ul style="list-style-type: none"> <li>using search technologies effectively;</li> <li>how results are selected and ranked;</li> <li>how to be discerning in evaluating digital content;</li> <li>using technology safely, respectfully and responsibly;</li> <li>how to recognise acceptable and unacceptable behaviour;</li> <li>understand how to identify a range of ways to report concerns about content and contact.</li> </ul>



## National Curriculum Coverage and Progression

		<ul style="list-style-type: none"> <li>selecting, using and combining 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;</li> <li>using technology safely, respectfully and responsibly;</li> <li>how to recognise acceptable and unacceptable behaviour;</li> <li>how to identify a range of ways to report concerns about content and contact.</li> </ul>	
<b>Summer 1</b>	Year 1- Computer skills <ul style="list-style-type: none"> <li>Using technology purposefully to manipulate</li> <li>Using technology purposefully to retrieve</li> <li>Using technology safely and respectfully</li> </ul>	Year 3- Presentation skills <ul style="list-style-type: none"> <li>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	Year 5- 3D Modelling-Sketch up <ul style="list-style-type: none"> <li>selecting, using and combining 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;</li> </ul>
<b>Summer 2</b>	Year 1- Scratch Jr Programming <ul style="list-style-type: none"> <li>Understand algorithms and what they are</li> <li>Understand how algorithms are implemented as programs on digital devices</li> <li>Use programs and understand how to execute by following precise and unambiguous instructions</li> </ul>	Year 3- Online Safety <ul style="list-style-type: none"> <li>computer networks including the Internet;</li> <li>how computer networks can provide multiple services, such as the world wide web;</li> <li>opportunities computer networks offer for communication and collaboration;</li> </ul>	Year 5- Using and Applying <ul style="list-style-type: none"> <li>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>

## National Curriculum Coverage and Progression



	<ul style="list-style-type: none"><li>Using logical reasoning to predict the behaviour of simple programs</li></ul>	<ul style="list-style-type: none"><li>using technology safely, respectfully and responsibly;</li><li>how to recognise acceptable and unacceptable behaviour;</li><li>how to identify a range of ways to report concerns about content and contact</li></ul>	
--	---	---	--