

National Curriculum Coverage and Progression



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| Subject: ICT Cycle: B | |
| EYFS Early Learning Goals: Understanding of the world 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. Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | |
| EYFS continuous provision opportunities: <ul style="list-style-type: none"> • Independent access to IWB to use age-appropriate ICT programs • Printing and collecting own work from iPad • Operating simple equipment e.g. laptops, CD players, beebots • Comparing and recognising similarities and differences between home and school IT | |
| Knowledge and skills Computer Science <ul style="list-style-type: none"> • Know that many everyday devices respond to commands • follow simple instructions e.g. playing at robots, country dancing (pre-Logo activities) • 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 • use arrow keys or click on arrows to explore a scene or backdrop in a simple on-screen Logo program IT <ul style="list-style-type: none"> • be able to logon to the school system and learning platform/online learning space • Can shut down a computer/lap top accurately • Knows how to close apps on the iPad • with support, print their work using the Print icon • load programs with support • use appropriate ICT vocabulary • be able to discuss the use of ICT in the World around us and compare to the use of ICT in the classroom • be aware that digital pictures and video can be saved on a computer • know that sound can be recorded and played back • use arrow keys or mouse to navigate the program Digital Literacy Finding and using information and data <ul style="list-style-type: none"> • develop simple classification skills based on practical sorting activities • put text on screen • use upper and lower case letters • Use delete button Creative / productive use of ICT <ul style="list-style-type: none"> • be able to use an art package as medium to convey their ideas, as one of a range of media available • be aware of a wider range of tools in the art package • use a digital camera or digital video camera to take pictures | Vocabulary 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 |

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| Sound <ul style="list-style-type: none"> use sound recorders / players independently to listen to pre-recorded sound | | | |
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| Year Group | Yr 1/2 | Yr 3/4 | Yr 5/6 |
| Autumn 1 | <ul style="list-style-type: none"> | Year 4- Word Processing <ul style="list-style-type: none"> 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. | Year 6- Scratch- Animated Stories <ul style="list-style-type: none"> designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; solving problems by decomposing into smaller parts; using sequence, selection, and repetition in programs; work with variables and various forms of input and output; using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; 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; |
| Autumn 2 | Year 2- Computer Art <ul style="list-style-type: none"> Using technology purposefully to create Using technology purposefully to organise | Year 4- Scratch: questions and quizzes <ul style="list-style-type: none"> designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; | Year 6- Spreadsheets <ul style="list-style-type: none"> 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, |



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| | <ul style="list-style-type: none"> Using technology purposefully to store Using technology purposefully to manipulate Using technology purposefully to retrieve Recognising common uses of information technology beyond school | <ul style="list-style-type: none"> solving problems by decomposing into smaller parts; using sequence, selection, and repetition in programs; work with variables and various forms of input and output; | <p>analysing, evaluating and presenting data and information;</p> |
| Spring 1 | <p>Year 2- Preparing for Turtle</p> <ul style="list-style-type: none"> Understand algorithms and what they are Understand how algorithms are implemented as programs on digital devices Understand programs and how to execute by following precise and unambiguous Create and debug simple programs | <p>Year 4- Programming Turtle Logo</p> <ul style="list-style-type: none"> designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; solving problems by decomposing into smaller parts; using sequence, selection, and repetition in programs; work with variables and various forms of input and output; using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; | <p>Year 6- Kodu Programming</p> <ul style="list-style-type: none"> designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; solving problems by decomposing into smaller parts; using sequence, selection, and repetition in programs; work with variables and various forms of input and output; using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; 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; |

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| <p>Spring 2</p> | <p>Year 2- Programming Turtle Logo and Scratch</p> <ul style="list-style-type: none"> • Understand what algorithms are • Understand how algorithms are implemented as programs on digital services • Understand programs and how to execute them by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create • | <p>Year 4- Animation</p> <ul style="list-style-type: none"> • 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; | <p>Year 6- Online Safety</p> <ul style="list-style-type: none"> • using technology safely, respectfully and responsibly; |
| <p>Summer 1</p> | <p>Year 2- Using the internet</p> <ul style="list-style-type: none"> • Use technology purposefully to create • Use technology purposefully to organise • Use technology purposefully to store • Use technology purposefully to retrieve • Recognise common uses of information technology beyond school • Use technology safely and respectfully • The need to keep personal information private • Know where to go for help when they have concerns about content or | <p>Year 4- Online Safety</p> <ul style="list-style-type: none"> • using technology safely, respectfully and responsibly • how to recognise acceptable and unacceptable behaviour; • how to identify a range of ways to report concerns about content and contact. | <p>Year 5- Flowol</p> <ul style="list-style-type: none"> • designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; • solving problems by decomposing into smaller parts; • using sequence, selection, and repetition in programs; work with variables and various forms of input and output; • using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; |



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| | <p>contact on the internet or other online technologies</p> <p>Year 2: Online Safety</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school • Use technology safely and respectfully • The need to keep personal information private • Know where to go for help when they have concerns about content or contact on the internet or other online technologies | | |
| <p>Summer 2</p> | <p>Year 2- Presentation Skills</p> <ul style="list-style-type: none"> • Use technology purposefully to organise • Use technology purposefully to store • Use technology purposefully to retrieve • Recognise common uses of information technology beyond school • Use technology safely and respectfully | <p>Year 4- Using and Applying</p> <ul style="list-style-type: none"> • 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. | <p>Year 6- Using and Applying</p> <ul style="list-style-type: none"> • 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. |