

ICT Key Learning Indicators

Key objective E-safety objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> - To be able to use basic algorithms in a game base environment - To begin to use Flobot, Beebot or Scratch.Jr to experience low level code - log in using unique log in details with <i>reducing</i> support - To be able to use mouse and keyboard to type their own name <i>independently</i> (virtual or Bluetooth Keyboard for iPads) (using prompt cards when needed) - To be able to use a computer programme to create a picture of choice introducing different colours 		<ul style="list-style-type: none"> - To develop Typing skills - To grow in confidence when logging in using personal log ins - To use basic algorithms in a game based environment - to use computer programmes to develop relevant pictures - to develop typing skills - To use Type with Tizzy or Busy Things Tree tops to begin to become comfortable with a keyboard 	<ul style="list-style-type: none"> - To use simple algorithms - To grow in confidence when logging in using personal log ins - To use class cameras to help with a class project - To interact with a range of software on Purple Mash - To use basic algorithms in a game based environment - To be able to - To change a simple program 	<ul style="list-style-type: none"> - To use simple algorithms - To begin to use simple instructional games to teach the principle of coding - To begin to understand that coding is an instruction that has to run in a set order - To use a simple program and debug them to make them work 	<ul style="list-style-type: none"> - To understand not all web content is acceptable and what do to if they see something that doesn't seem right.
Year 1	<ul style="list-style-type: none"> - To be able to begin to use algorithms - To begin to be able to de bug simple programs - To be able to logically reason and make reasonable predictions based on programs - contribute to either option 1 or 2 of the basic skills task - To understand that not all online content is appropriate 		<ul style="list-style-type: none"> - To create a poster explaining common uses of technology beyond school. - To recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> - To create a musical sequence using technology. - To use technology purposefully to create, organise and store, digital content. 	<ul style="list-style-type: none"> - To create images using technology. - To use technology purposely to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> - To create a picture and caption on e-safety. - To use technology safely - To identify where to go for help and support when they

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		<ul style="list-style-type: none"> - To create a poster explaining common uses of technology beyond school. - To use technology safely 	<ul style="list-style-type: none"> - Children compose their own piece of music. - To use technology safely 	<ul style="list-style-type: none"> - To use technology safely 	<ul style="list-style-type: none"> - have concerns about content or contact on the internet or other online technologies.
Year 2	<ul style="list-style-type: none"> - To be able to begin to use algorithms - To begin to be able to de bug simple programs - To be able to logically reason and make reasonable predictions based on programs - To contribute to either option 1 or 2 of the basic skills task - To understand that not all online content is appropriate - To understand the importance of e-safety 	<ul style="list-style-type: none"> - To research how technology is used in and outside the home. - To recognise common uses of information technology in the home. - To recognise common uses of information technology outside the home. - To use technology safely 	<ul style="list-style-type: none"> - To create a story using, words, pictures and sound. - Children use a programme to write their stories. - Children use the programme to illustrate and write their stories. 	<ul style="list-style-type: none"> - To create animated scenes. - Create illustrations. - To manipulate still images together to create a moving animation. 	<ul style="list-style-type: none"> - Children create a poster on how to stay safe online - To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Year 3	<ul style="list-style-type: none"> - To be able to begin to use algorithms with growing confidence. - To begin to understand that programs work by following precise and unambiguous instructions - To be able to logically reason and make reasonable predictions based on programs 	<ul style="list-style-type: none"> - To create graphs using technology. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design 	<ul style="list-style-type: none"> - To create a database. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and 	<ul style="list-style-type: none"> - To create a musical sequence using technology. - To use sequence, selection, and repetition in programs 	<ul style="list-style-type: none"> - Children create a poster on how to stay safe online. - To understand and begin to explain the importance of e-safety

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	<ul style="list-style-type: none"> - To contribute to either option 1 or 2 of the basic skills task and share content. - To understand that not all online content is appropriate and the dangers of social networks 	<p>and create a range of programs, systems and content that accomplish given goals,</p> <ul style="list-style-type: none"> - To collect and present data using a variety of software. - To evaluate data and information surveys. 	<p>create a range of programs, systems and content that accomplish given goals,</p> <ul style="list-style-type: none"> - To collect and present data using a variety of software. - To evaluate data and information surveys. 	<ul style="list-style-type: none"> - Use logical reasoning to explain how some simple algorithms work 	<ul style="list-style-type: none"> - To understand that not all online content is appropriate and the dangers of social networks
Year 4	<ul style="list-style-type: none"> - To be able to begin to use algorithms with growing confidence. - To begin to understand that programs work by following precise and unambiguous instructions - To be able to logically reason and make reasonable predictions based on programs - To contribute to either option 1 or 2 of the basic skills task and share content. - 	<ul style="list-style-type: none"> - Use search engines safely. - Appreciate how [search] results are selected and ranked/ Use search technologies effectively 	<ul style="list-style-type: none"> - To create PowerPoint adding sound, pictures and animations. - Use a presentation program in collaboration with a research project or topic. - To manipulate a variety of media in a presentation 	<ul style="list-style-type: none"> - To create a branching database to classify objects/animals. To work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work 	<ul style="list-style-type: none"> - To create a PowerPoint on how to stay safe online. - To be able to complete an e-safety quiz by the end of term - To understand that not all online content is appropriate and the dangers of social networks
Year 5	<ul style="list-style-type: none"> - To be able to begin to use algorithms with confidence. - To understand and explain that programs work by following precise and unambiguous instructions. - To be able to logically reason and make reasonable predictions based on programs with an outcome. 	<ul style="list-style-type: none"> - To create a blog - To know the difference between an individual computer and a network. (sharing) 	<ul style="list-style-type: none"> - To use a search engine effectively and understand how results are selected and ranked. 	<ul style="list-style-type: none"> - To use stop frame animation - To input data with accuracy to create an end product. 	<ul style="list-style-type: none"> - Children create a PowerPoint on how to stay safe online. - help and support when they have concerns about -

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	<ul style="list-style-type: none"> - To decide and research a topic individually or as a small group and create an app, in line with option 2 of the basic skills framework. - To know and understand not all online content is appropriate, the dangers and advantages of social networks. 	<ul style="list-style-type: none"> - To understand how information is passed between computers. - To understand the opportunities that computer networks offer for communication and collaboration. - To understand how computer networks can provide different services, such as the world wide web and blogs - To recognise digital footprint (e-safety) 	<ul style="list-style-type: none"> - To critically analyse digital content. - To Use technology purposefully to organise digital content.] - Use technology respectfully - Identify where to go for help and support when they have concerns about - content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> - To understand how to input and use data using an appropriate computing programme - To present information using apps and other online systems. - To select and use a variety of software that accomplish given goals, including collect, analysing, evaluating and presenting data and information. 	<ul style="list-style-type: none"> - content or contact on the internet or other online technologies. - To recognise digital footprint (e-safety)
Year 6	<ul style="list-style-type: none"> - To be able to begin to use algorithms with confidence. - To understand and explain that programs work by following precise and unambiguous instructions. - To be able to logically reason and make reasonable predictions based on programs with an outcome. - To decide and research a topic individually or as a small group and create an app, in line with option 2 of the basic skills framework. 	<ul style="list-style-type: none"> - To send and receive emails, adding attachments. - To know the difference between an individual computer and a network. (sharing) - To understand how information is passed 	<ul style="list-style-type: none"> - To understand how the internet can provide multiple services (tabs) - To critically analyse digital content. - To Use technology purposefully to organise digital content.] 	<ul style="list-style-type: none"> - To understand how to input and use data using an appropriate computing programme - To present information using apps and other online systems. - To select and use a variety of software 	<ul style="list-style-type: none"> - Children create a PowerPoint on how to stay safe online. - Identify where to go for help and support when they have concerns about - content or contact on the internet or other online technologies.

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	<ul style="list-style-type: none"> - To know and understand not all online content is appropriate, the dangers and advantages of social networks. 	<p>between computers via a network.</p> <ul style="list-style-type: none"> - To understand the opportunities that computer networks offer for communication and collaboration. (email) - To recognise digital footprint (e-safety) 	<ul style="list-style-type: none"> - Use technology respectfully - Identify where to go for help and support when they have concerns about - content or contact on the internet or other online technologies. 	<p>that accomplish given goals, including collect, analysing, evaluating and presenting data and information.</p>	<ul style="list-style-type: none"> - To recognise digital footprint (e-safety)
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