

Data

Year Group	NC Objective	Skills/Knowledge	Apps/Links
EYFS	Children can recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>• I can identify a chart</li> <li>• I can sort physical objects, take a picture and discuss what I have done.</li> <li>• I can present simple data on a digital device.</li> </ul>	<ul style="list-style-type: none"> <li>• Excel</li> <li>• Numbers</li> </ul>
1	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Know that images give information.</li> <li>• Say what a pictogram is showing them.</li> <li>• Put data into a program.</li> <li>• Sort objects and pictures into lists or simple tables.</li> <li>• Make a simple Y/N tree diagram to sort information.</li> <li>• Create and search a branching database.</li> </ul>	<ul style="list-style-type: none"> <li>• Excel</li> <li>• Numbers</li> <li>• Kahoot</li> <li>• Purple Mash</li> </ul>
2			<ul style="list-style-type: none"> <li>• Excel</li> <li>• Numbers</li> <li>• Kahoot</li> <li>• Purple Mash</li> </ul>
3	Select, use and combine 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.	<ul style="list-style-type: none"> <li>• Choose information to put into a data table.</li> <li>• Recognise which information is suitable for their topic.</li> <li>• Design a questionnaire to collect information.</li> <li>• Sort and organize information to use in other ways.</li> <li>• Create and search a branching database.</li> <li>• Create a database from information I have selected.</li> </ul>	<ul style="list-style-type: none"> <li>• Excel</li> <li>• Numbers</li> <li>• Kahoot</li> <li>• Purple Mash</li> </ul>
4			<ul style="list-style-type: none"> <li>• Excel</li> <li>• Numbers</li> <li>• Kahoot</li> <li>• Purple Mash</li> </ul>
5			<ul style="list-style-type: none"> <li>• Excel</li> <li>• Numbers</li> <li>• Kahoot</li> <li>• Purple Mash</li> </ul>
6			<ul style="list-style-type: none"> <li>• Excel</li> <li>• Numbers</li> <li>• Kahoot</li> <li>• Purple Mash</li> </ul>

# Multimedia

Year Group	NC Objective	Skills/Knowledge	Apps/Links
EYFS	Children can recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> <li>I can play on a touch screen game and use computers/keyboards/mouse in role play.</li> <li>I can type letters with increasing confidence using a keyboard and tablet.</li> <li>I can dictate short, clear sentences into a digital device.</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw</li> <li>Word</li> <li>Pages</li> <li>Bazart</li> <li></li> </ul>
1	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>Use ICT to generate ideas for work.</li> <li>Use various tools such as brushes, pens, rubber, stamps and shapes.</li> <li>Save, retrieve and print work.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>Use spacebar, backspace, delete, arrow keys, return.</li> <li>Start to use two hands when typing.</li> <li>Word process short texts to present.</li> </ul> <p><b>Sound Recording</b></p> <ul style="list-style-type: none"> <li>Record sound at and away from a computer.</li> <li>Use software to record sounds.</li> <li>Change sounds recorded.</li> <li>Save, retrieve and edit sounds.</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>Capture video.</li> <li>Discuss which videos to keep and which to delete.</li> <li>Arrange clips to create a short film.</li> <li>Add a title and credits.</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw</li> <li>Word</li> <li>Pages</li> <li>Bazart</li> </ul>
2			<ul style="list-style-type: none"> <li>Seesaw</li> <li>Word</li> <li>Pages</li> <li>Bazart</li> </ul>
3	Select, use and combine 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><b>Graphics</b></p> <ul style="list-style-type: none"> <li>Acquire, store and combine images from cameras or the internet for a purpose.</li> <li>Use the print screen function to capture an image.</li> <li>Select certain areas of an image and resize, rotate and invert the image.</li> <li>Edit pictures using a range of tools in a graphics program.</li> </ul> <p><b>2Create a story</b></p> <ul style="list-style-type: none"> <li>Create a new book aimed at a target audience.</li> <li>Combine text, images and sound on each page.</li> <li>Add information about the author and title for publishing.</li> </ul> <p><b>Animation (I Can animate / 2animate)</b></p> <ul style="list-style-type: none"> <li>Plan what they would like to happen in their animation.</li> <li>Take a series of pictures to form an animation.</li> <li>Move items within their animation to create movement on playback.</li> <li>Edit and improve their animation.</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>Capture video for a purpose.</li> <li>Choose which clips to keep and which to discard.</li> <li>Trim and arrange clips to convey meaning.</li> <li>Add titles, credits, slide transitions, special effects.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>Get quicker at typing with both hands.</li> <li>Use a variety of font sizes, styles and colours.</li> <li>Align text left, right and centre.</li> </ul> <p><b>Presentation (Powerpoint)</b></p> <ul style="list-style-type: none"> <li>Create a title slide and choose a style.</li> <li>Change the layout of a slide.</li> <li>Insert a picture/text/graph from the Internet or personal files.</li> <li>Decide upon and use effective transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw</li> <li>Word</li> <li>Pages</li> <li>Bazart</li> </ul>
4			<ul style="list-style-type: none"> <li>Seesaw</li> <li>Word</li> <li>Pages</li> <li>Bazart</li> </ul>
5			<ul style="list-style-type: none"> <li>Seesaw</li> <li>Word</li> <li>Pages</li> <li>Bazart</li> </ul>
6			<ul style="list-style-type: none"> <li>Seesaw</li> <li>Word</li> <li>Pages</li> <li>Bazart</li> </ul>

# Programming

Year Group	NC Objective	Skills/Knowledge	Apps/Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
1	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>	<b>Bee-bots</b> <ul style="list-style-type: none"> <li>Give commands including straight forwards / backwards / turn one at a time.</li> <li>Explore what happens when a sequence of instructions is given.</li> <li>Give a set of simple instructions to follow out a task.</li> <li>Give a set of instructions to form simple geometric shapes.</li> <li>Improve/change their sequence of commands.</li> </ul>	<ul style="list-style-type: none"> <li>Bee bots</li> </ul>
2	<ul style="list-style-type: none"> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>		<ul style="list-style-type: none"> <li>Bee bots</li> </ul>
3	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</li> </ul>	<b>Scratch/Purple Mash</b> <ul style="list-style-type: none"> <li>Navigate the Scratch programming environment.</li> <li>Create a background and a sprite for a game.</li> <li>Add inputs to control their sprite.</li> <li>Use conditional statements within the program to control the sprite (if...then..)</li> </ul>	<ul style="list-style-type: none"> <li>Scratch</li> <li>Purple Mash</li> <li>Minecraft</li> </ul>
4			<ul style="list-style-type: none"> <li>Scratch</li> <li>Purple Mash</li> <li>Minecraft</li> </ul>
5		<b>Scratch/Purple Mash</b> <ul style="list-style-type: none"> <li>Use external triggers and infinite loops to control sprites.</li> <li>Create and edit variables.</li> <li>Use conditional statements.</li> <li>Design their own game including sprites, backgrounds, scoring and/or timers.</li> <li>Use conditional statements, loops, variables and broadcast messages in the game.</li> <li>The game finishes when a player wins or loses and they must know they have won or lost.</li> <li>Evaluate the effectiveness of the game and debug as required.</li> </ul>	<ul style="list-style-type: none"> <li>Scratch</li> <li>Purple Mash</li> <li>Minecraft</li> </ul>
6			<ul style="list-style-type: none"> <li>Scratch</li> <li>Purple Mash</li> <li>Minecraft</li> </ul>

## Online

Year Group	NC Objective	Skills/Knowledge	Apps/Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		<ul style="list-style-type: none"> <li>• Safari</li> <li>• Google</li> </ul>
1	<ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about websites they have been on.</li> <li>• Explore a website by clicking on the arrows, menus and hyperlinks.</li> </ul>	<ul style="list-style-type: none"> <li>• Safari</li> <li>• Google</li> </ul>
2			<ul style="list-style-type: none"> <li>• Safari</li> <li>• Google</li> </ul>
3	<ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use search Technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>• Type in a URL to find a website.</li> <li>• Add websites to a favorites list.</li> <li>• Use a search engine to find a range of media, e.g. images, texts</li> <li>• Think of search terms to use linked with questions they wish to answer.</li> <li>• Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Safari</li> <li>• Google</li> </ul>
4			<ul style="list-style-type: none"> <li>• Safari</li> <li>• Google</li> </ul>
5		<ul style="list-style-type: none"> <li>• Use advance search functions in Google (quotations).</li> <li>• Understand websites such as Wikipedia are made by users (link to E-Safety).</li> </ul>	<ul style="list-style-type: none"> <li>• Safari</li> <li>• Google</li> </ul>
6		<ul style="list-style-type: none"> <li>• Use strategies to check the reliability of information (cross check with another source such as books).</li> <li>• Use their knowledge of domain names to aid their judgment of the validity of websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Safari</li> <li>• Google</li> </ul>

## E Safety

Year Group	NC Objective	Skills/Knowledge	Apps/Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		<ul style="list-style-type: none"> <li>Safari</li> <li>Google</li> </ul>
1	<ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions about whether or not statements found on the internet are true or not.</li> <li>Identify devices that can be used to search the Internet.</li> <li>Identify what things count as personal information.</li> <li>Identify when inappropriate content is accessed and act appropriately.</li> <li>Recognise that a variety of devices can be used to connect a number of people.</li> <li>Consider other people's feelings on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>Safari</li> <li>Google</li> </ul>
2			<ul style="list-style-type: none"> <li>Safari</li> <li>Google</li> </ul>
3	<ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>Question the 'validity' of what they see on the internet.</li> <li>Use a browser address bar not just search box and shortcuts.</li> <li>Think before sending and comment on consequences of sending/posting.</li> <li>Recognise online behaviours that would be unfair.</li> <li>Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles)</li> <li>Make judgments in order to stay safe, whilst communicating with others online.</li> <li>Tell an adult if anything worries them online.</li> <li>Identify dangers when presented with scenarios, social networking profiles etc.</li> <li>Articulate examples of good and bad behavior online.</li> </ul>	<ul style="list-style-type: none"> <li>Safari</li> <li>Google</li> </ul>
4			<ul style="list-style-type: none"> <li>Safari</li> <li>Google</li> </ul>
5			<ul style="list-style-type: none"> <li>Safari</li> <li>Google</li> </ul>
6	<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>Judge what sort of privacy settings might be relevant to reducing different risks.</li> <li>Judge when and when not to answer a question online.</li> <li>Be a good online citizen and friend.</li> <li>Articulate what constitutes good behavior online.</li> <li>Use different sources to double check information found online.</li> <li>Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc)</li> <li>Click-CEOP button and explain to parents what it is for.</li> <li>Discuss scenarios involving online risk.</li> <li>State the source of information found on the Internet.</li> <li>Act as a role model for younger pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Safari</li> <li>Google</li> </ul>