

			<b>Foundation Stage</b>			
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Early experiences form a foundation upon which KS1 and KS2 can build and the current early learning goals have specific objectives relating to ICT.

By the end of the Foundation Stage most children will:

- Show an interest in ICT
- Know how to operate simple equipment
- Complete a simple program on the computer and / or perform simple functions on ICT equipment
- Find out about and identify the uses of everyday technology and use information and communication toys to support their learning.

**Self-Image and Identity**

I recognise that I can say 'no' or 'I'll tell' online and in real life

**Online Relationship**

Recognise some ways the internet can be used to communicate  
Give examples of how to communicate with people on the computer

**Online Reputation**

Identify ways that I can put things on the internet.

**Managing Online Information**

Talk about how to use the internet to find things out  
Identify devices I could use to access information on the internet  
Give examples of how to find information eg search engines and voice activation

**Online Bullying**

Describe ways some people can be unkind online.  
Offer examples of how this can make others feel

**Health, Well-being and lifestyle**

Identify rules that keep us safe in and beyond the home when using technology  
Give examples

**Privacy and Security**

*Identify examples of personal information (name, address, birthday, age, location)  
Describe the people I can trust and explain why I trust them*

**Copyright and Ownership**

*Know that work you create belongs to you  
Name work so others know it belongs to you*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>Multimedia</b>	<p><b>Text - Word</b> Use spacebar, backspace, delete, arrow keys and return. Save, retrieve and print some work (to/from easily accessible folder).</p>	<p><b>Text-Word</b> Start to use two hands when typing. Word process short texts to present. Save, retrieve and print some work (to/from easily accessible folder).</p>	<p><b>Text-Word</b> Get quicker at typing with both hands. Use all keys on the keyboard. Use a variety of font sizes, styles and colours. Align text left, right and centre. Insert pictures, shapes, boxes and tables.</p>	<p><b>Text-Word</b> Get quicker at typing with both hands. Insert pictures, shapes, boxes and tables.</p>	<p><b>Text-Word</b> Use the find and replace functions. Become more proficient at touch typing. Edit text by changing 'paragraphing' and 'alignment' settings.</p>	<p><b>Text-Word</b> Know shortcuts to 'cut' 'paste' 'copy'.</p>	
	<p><b>Graphics</b> Use ICT to generate ideas for their work.</p>	<p><b>Graphics</b> Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps and shapes.</p>	<p><b>Graphics</b> Acquire, store and combine images from cameras or the internet for a purpose. Use the <u>print screen</u> function to capture an image. Select certain areas of an image and resize, rotate and invert the image.</p>	<p><b>Graphics</b> Edit pictures using a range of tools in a graphics program. Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing. Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing.</p>	<p><b>Graphics</b> Edit pictures using a range of tools in a graphics program. Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing. Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing.</p>	<p><b>Animation</b> Use stop-go animation software (<b>I can Animate / Hue animation</b>) with an external camera to shoot animation frames. Publish their animation and use a movie editing package to edit/refine and add titles.</p>	<p><b>Animation</b> Use stop-go animation software (<b>I can Animate / Hue animation</b>) with an external camera to shoot animation frames. Publish their animation and use a movie editing package to edit/refine and add titles.</p>
	<p><b>Sound recording (camera)</b> Record sound at and away from a computer. Use software to record sounds.</p>	<p><b>Sound recording (Camera)</b> Change sounds recorded. Save, retrieve and edit sounds.</p>	<p><b>Animation (FLIPACLIP / I Can animate / 2animate)</b> Plan what they would like to happen in their animation. Make a series of pictures to form an animation.</p>	<p><b>Animation (I Can animate / 2animate)</b> Move items within their animation to create movement on playback. Edit and improve their animation.</p>	<p><b>Animation (I Can animate / 2animate)</b> Move items within their animation to create movement on playback. Edit and improve their animation.</p>	<p><b>Sound Recording (Audacity/MUSIC MAKER JAM)</b> Collect audio from a variety of resources including own recordings and internet clips. Create a multi-track recording using effects. Edit and refine their work to improve outcomes.</p>	<p><b>Sound Recording (Audacity/MUSIC MAKER JAM)</b> Create a multi-track recording using effects. Edit and refine their work to improve outcomes.</p>
	<p><b>Video (camera)</b> Capture video.</p>	<p><b>Video (camera)</b> Discuss which videos to keep and which to delete.</p>	<p><b>Video (imovie trailer)</b> Arrange clips to create a short film. Add a title and credits. Capture video for a purpose. Choose which clips to keep and which to discard.</p>	<p><b>Video (imovie trailer)</b> Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects.</p>	<p><b>Video (imovie trailer)</b> Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects.</p>	<p><b>Video (Movavi Video Editor 2020)</b> Storyboard and capture videos for a purpose. Plan for the use of special effects and transitions.</p>	<p><b>Video (Movavi Video Editor 2020)</b> Trim, arrange and edit audio levels to improve quality of their outcome.</p>
	<p><b>Presentation (Powerpoint)</b> Choose a suitable subject and collect some information. Create a mindmap of this data.</p>	<p><b>Presentation (Powerpoint)</b> Choose a suitable subject and collect some information. Create a mindmap of this data. Link appropriate bubbles. Present the information to a group.</p>	<p><b>Presentation (Powerpoint)</b> Create a title slide and choose a style. Change the layout of a slide. Insert a picture/text/graph from the Internet or personal files.</p>	<p><b>Presentation (Powerpoint)</b> Decide upon and use effective transitions. Use and create hyperlinks to other slides and webpages.</p>	<p><b>Presentation (Powerpoint)</b> Decide upon and use effective transitions. Use and create hyperlinks to other slides and webpages.</p>	<p><b>Presentation (Powerpoint)</b> Work independently to create a multi slide presentation that includes speakers notes. Use transitions and animations to improve the quality of the presentation.</p>	<p><b>Presentation (Powerpoint)</b> Include sounds and moving graphics in the slides. Present to a large group or class using the notes made.</p>

<b>Programming</b>	<p><b>Bee-bots</b> Give commands including straight forwards / backwards / turn one at a time. Explore what happens when a sequence of instructions is given.</p>	<p><b>Bee-bots</b> Give a set of simple instructions to follow out a task. Give a set of instructions to form simple geometric shapes. Improve/change their sequence of commands.</p>	<p><b>Scratch</b> Navigate the Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite. Use conditional statements within the program to control the sprite (if...then..)</p>	<p><b>Scratch</b> Design their own game including sprites, backgrounds, scoring and/or timers. Use external triggers and infinite loops to control sprites. Create and edit variables. The game finishes when a player wins or loses and they must know they have won or lost. Evaluate the effectiveness of the game and debug as required.</p>	<p><b>Scratch-Move onto Microbits</b> Use conditional statements. Use conditional statements, loops, variables and broadcast messages in the game.</p>	<p><b>Microbits-</b> Investigate Micro bits in large groups. Start to programme these.</p>
<b>Online</b>	<p><b>Internet research KIDDLE</b> Talk about websites they have been on. Explore a website by clicking on the arrows, menus and hyperlinks. <b>Emails</b> Recognise an email address. Find the @ key on the keyboard.</p>	<p><b>Internet research KIDDLE</b> Talk about websites they have been on. Explore a website by clicking on the arrows, menus and hyperlinks <b>Emails</b> Contribute to a class email. Open and select to reply to an email as a class.</p>	<p><b>Internet research KIDDLE</b> Type in a URL to find a website. Add websites to a favourites list. Use a search engine to find a range of media, e.g. images, texts <b>Blogging (using 'Wordpress' blogs)</b> Navigate to view their class blog. <b>Emails-(as a class)</b> Log into an email account, open, create and send an email. Attach files to an email.</p>	<p><b>Internet research KIDDLE</b> Think of search terms to use linked with questions they wish to answer. Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion. <b>Blogging (using 'Wordpress' blogs)</b> Understand that it can be updated from a range of devices. Comment on their class blog. <b>Emails-(as a class)</b> Download and save files from an email. Email more than one person and reply to all.</p>	<p><b>Internet Research</b> Use advance search functions in Google (quotations). Understand websites such as Wikipedia are made by users (link to E-Safety). Use strategies to check the reliability of information (cross check with another source such as books). <b>Blogging (using 'Wordpress' blogs)</b> Register for a blog, select a URL and navigate to their blog once it is created. Alter the theme and appearance of their blog, adding background images etc.</p>	<p><b>Internet Research</b> Use their knowledge of domain names to aid their judgment of the validity of websites. <b>Blogging (using 'Wordpress' blogs)</b> Create a new post, save it as a draft and publish it. Embed photos, hyperlinks and videos into posts. Reorganise posts and remove posts they no longer want. Like/follow other blogs and build up their blog content over the year.</p>

Data	<b>Using 2Simple</b> Know that images give information. Say what a pictogram is showing them. Put data into a program.	Sort objects and pictures into lists or simple tables. Make a simple Y/N tree diagram to sort information. Create and search a branching database.	<b>Microsoft Excel</b> Choose information to put into a data table. Recognise which information is suitable for their topic. Design a questionnaire to collect information.	<b>Microsoft Excel</b> Sort and organize information to use in other ways. Create and search a branching database. Create a database from information I have selected.	<b>Microsoft Excel</b> Create data collection forms and enter data accurately from these. Know how to check for and spot inaccurate data. Create formulas Know which formulas to use when I want to change my spread sheet model.	<b>Microsoft Excel</b> Make graphs from the calculations on my spread sheet. Sort and filter information. Understand that changing the numerical data affects a calculation.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

e-safety	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Self-Image and Identity</b> I recognise that I can say 'no' or 'I'll tell' online and in real life <b>Online Reputation</b> To know that anything online can be copied and remains there. Know information I can share online without	<b>Self-Image and Identity</b> <i>I know that people might make themselves to be and look different online.</i> <i>Give examples of issues online that make me feel sad worried, uncomfortable...</i> <b>Online Relationship</b> <i>Use internet to</i>	<b>Self-Image and Identity</b> What is meant by 'identity' Explain how I present myself in different ways online. Explain why I might change my identity depending on what I'm doing online eg gaming, avatar, social media. <b>Online Relationship</b> I know different forms of	<b>Self-Image and Identity</b> <i>Explain how online identity can be different to real life.</i> <i>Describe the right decisions about how I interact with others and how others perceive me.</i> <b>Online Relationship</b> <i>Give examples of how to be respectful to others online.</i> <i>Describe strategies for safe ad fun experiences in a</i>	<b>Self-Image and Identity</b> Explain how identity online can be copied, modified or altered. Demonstrate responsible choices about online identity Describe ways media can shape ideas about gender Identify messages about gender roles and make judgements on them. Challenge and explain why it's important to reject inappropriate messages about gender online. Describe issues online that might make others feel worried or sad, frightened or uncomfortable. Explain why I should keep asking until I get the help I need. <b>Online Relationship</b> Know that there are some people I communicate with online who may wish to do me harm.	<b>Self-Image and Identity</b> <i>Explain how the internet can be used for positive self-promotion</i> <i>Explain how people can experiment with image online and why may want to do that.</i> <i>Aware that my own personal online history or profile will affect the type of info returned to me in a search or social media stream-intended to influence my beliefs, actions and choices.</i> <i>Reflect on and assess the role of digital media in my life and give clear examples of where it benefits my lifestyle.</i> <i>Explain how presenting myself in different ways online can have benefits and risks. Describe these.</i> <i>Describe strategies to reduce those risks.</i> <b>Online Relationship</b> <i>How and why people may try to influence others negatively (grooming, coercion and radicalisation)</i>

<p>asking an adult.</p> <p><b>Managing Online Information</b></p> <p>Find things out online Use search engines Know how to get help if content is worrying.</p> <p><b>Online Bullying</b></p> <p>I know ways people can be unkind online and how it can make people feel. Describe how to behave online in a way that does not upset others.</p> <p><b>Health, Well-being and lifestyle</b></p> <p>Explain rules for keeping safe in and beyond the</p>	<p><i>communicate with known people</i> <i>Give examples of how to communicate with people</i> <i>I don't know</i></p> <p><b>Online Reputation</b> <i>Know who to talk to if someone has posted something by accident online.</i></p> <p><b>Managing Online Information</b> <i>Navigate a simple webpage</i> <i>Explain how to use technology to communicate with someone I don't know well.</i></p> <p><b>Online Bullying</b> <i>Describe what</i></p>	<p>communication online eg emoji, acronyms and text speak. Describe ways people of similar interest get together online. Risks of communicating online with those unknown to me. Why be careful with whom I trust and info I share with them. Explain how feelings can be hurt. Explain why I can take back my trust in someone Explain what it means to 'know' someone online. Explain what it means to 'know' someone online. What is meant by 'trusting someone' online.</p> <p><b>Online Reputation</b></p> <p>Use key phrases in search engines. Explain what 'autocomplete'</p>	<p><i>range of online social environments</i></p> <p><b>Online Reputation</b> <i>Describe how others find info about me by looking online.</i> <i>How info about me online can be created, copied or shared by others.</i></p> <p><b>Managing Online Information</b> <i>Some people I 'meet' online may be computer programmes pretending to be real people.</i> <i>Explain why lots of people sharing the same opinions or beliefs online does not make them more truthful.</i> <i>Analyse information and differentiate between opinion, belief and facts.</i> <i>Describe how I search for information within a wide group of technologies eg.</i></p>	<p>Recognise that this is not my fault. Make positive contributions and be part of online communities. Describe online communicate and how I collaborate positively with others. Show I understand my responsibilities for the well-being of others in the online group Explain how impulsive and rash communications online can cause harm Demonstrate how to support others Know ways of reporting problems online with myself or friends.</p> <p><b>Online Reputation</b></p> <p>Search for info about an individual online, and create a summary report on them. Describe ways that info about people online can be used by others to form judgements. Evaluate digital content Explain key concepts eg data, info, fact, opinion, belief, true, false valid, reliable, evidence Know difference between mis-information and dis-information. Explain 'being sceptical' Meaning of 'hoax' Explain why some info online may not be honest, accurate and legal Info on a large number of sites may not be accurate still.</p> <p><b>Managing Online Information</b></p> <p>Explain how I'm developing an online reputation which allows others to form an opinion of me. Describe ways to build a positive online</p>	<p><i>Explain strategies to assess the degree of trust placed in people r organisation online.</i> <i>Describe initial signs of potentially problematic situations eg grooming or cyber bullying</i> <i>Assess when I need to take action and explain what to do if concerned about an online relationship.</i> <i>Describe benefits of communicating with a partner online.</i> <i>Explain how relationships can safely begin, develop, be maintained, change and end online eg dating</i> <i>Give examples of how to make contributions to debates and discussions online.</i> <i>Examples of where positive communities and contributions have effected change in an online community eg. gamergate, gaming communities social media</i></p> <p><b>Online Reputation</b> <i>Describe and assess the benefits and potential risks of sharing information online.</i> <i>Describe what is appropriate to say and do online eg opinions, likes, values, information, shares, forwards</i> <i>Explain the term connectivity: the capacity for connected devices to collect and share information about me, with or without my knowledge (including microphones, cameras and relocations)</i> <i>I can describe how this can affect me.</i> <i>Use various tools to refine my searches(filters: size, type, usage rights)</i> <i>Explain how to search effectively and use examples from my own practice to illustrate this.</i> <i>I am aware of how online content I publish can be interpreted by others.</i></p>
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<p>home. Give examples of some of these rules.</p> <p><b>Privacy and Security</b> Recognise information that's personal to me. Explain why you should ask a trusted adult before sharing information online. Know why my work belongs to me. Save work so other know it belongs to me.</p>	<p><i>bullying behaviour can look like online, and how it can affect people.</i> <i>Describe how someone can get help about online bullying</i></p> <p><b>Health, Well-being and lifestyle</b> <i>Describe guidance for using technology in different environments and settings in different environments and settings.</i> <i>Know how rules and guides can help me.</i></p> <p><b>Privacy and Security</b> <i>Describe how online information</i></p>	<p>means. How to buy and sell on the internet. How to buy and sell on the internet. Difference between belief, opinion and fact. <b>Managing Online Information</b> Search information about myself online Know the need to be careful before sharing information online. I know who to ask if unsure if I should post something online. <b>Online Bullying</b> Describe what bullying is and how people may bully others. Rules about how to behave online and how I follow them. <b>Health, Well-being and lifestyle</b> Explain why spending too</p>	<p><i>Social media, image sites and video sites.</i> <i>Describe some methods used to encourage people to buy things online eg advertising offers, in-app purchases, pop-ups, and recognise when they appear online.</i></p> <p><b>Online Bullying</b> <i>Describe ways people may be bullied through a range of media</i> <i>Explain why I need to think carefully about how content I post might affect others, their feelings and how others might feel about them (reputation)</i> <b>Health, Well-being and lifestyle</b> <i>How tech might distract from other things in life</i> <i>Identify times when I might need to limit time spent on tech.</i> <i>Suggest strategies</i></p>	<p>relationship Use search technologies effectively Explain how search engines work and how results are selected and ranked Demonstrate strategies to be discerning About digital content. Online info can be opinion and offer examples of this. How and why some people present opinion as fact. Define: manipulation, influence and persuasion-and how I might encounter these online (advertising and ad targeting) Analyse and evaluate the validity of facts and explain why such strategies are important. Identify flag And report inappropriate content.</p> <p><b>Online Bullying</b> Recognise when someone is upset or angry online. Describe how to get help for someone being bullied online. How to block abusive content How to block online bullying on apps and platforms I use. Know helpline services that can help me and how to use them. Know and describe how to capture bullying content as evidence. Identify a range of ways to report concerns about bullying-in school and at home-about online behaviours.</p> <p><b>Health, Well-being and lifestyle</b> Describe ways technology can affect</p>	<p><i>Explain how liking, sharing and rewarding content can change people's opinion of me, contributing to my online reputation.</i></p> <p><b>Managing Online Information</b> <i>Explain and give examples of how what I write online can also affect my school, family, social group or future possibilities</i> <i>Explain and describe strategies to manage and protect my digital personality.</i></p> <p><b>Online Bullying</b> <i>Explain how bullying may change as we grow and recognise online bullying.</i> <i>Describe a range of bullying types and behaviours (homophobic, gender, racist, exclusion)</i> <i>Identify and demonstrate actions to support others experiencing difficulties online.</i> <i>Online bullying can be different to bullying in the real world.</i> <i>Describe some of these differences</i> <i>Demonstrate how I would intervene (assess whether directly or indirectly) to support those experiencing difficulties online.</i> <i>Give examples of effective strategies that might help myself or others.</i></p> <p><b>Health, Well-being and lifestyle</b> <i>Recognise and discuss the pressures technology can place on me and how/when I think I should respond</i> <i>Give examples of those pressures (invasive, rapid engagement, always available, messaging app)</i> <i>Describe strategies to identify and assess when peers may need support and describe ways to assist others experiencing difficulties</i> <i>Recognise that I might need support to control my use of technology-and who might provide that support.</i></p>
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