

Cycle 1 – Primary

Computing	Me and My Body	Rubbish	Transport			
Basic skills across whole year:	E-Safety & Safer Internet Day in February					
Semi-formal curriculum	<p><b>Programming</b></p> <p><b>'Using Instructions to Move' up down forwards backwards...</b></p> <p>Physically follow &amp; give each other instructions to move around.</p> <p><b>Scratch</b> – Making my avatar move. (up down, dance, start, stop...)</p>	<p><b>Multi-Media &amp; Data Handling</b></p> <p><b>'Investigating using the WWW'</b></p> <p>Take Photographs of rubbish around the school or out on a trip. WWW – What is Rubbish? Where does it go? Visit a Recycling Centre to look at the technology involved in recycling.</p> <p><b>'Using Data to solve real life problems'</b></p> <p>Create Data Chart on how much rubbish in the classroom and see if the class can reduce wastage.</p> <p>(Equals – Recycling)</p>	<p><b>Multimedia &amp; Technology</b></p> <p><b>'Controlling inputs and outputs'</b></p> <p>Using remote control transport toys.</p> <p><b>E-literacy 'My journey to school'</b>. / My journey on the bus. Use sequencing.</p> <p>(Equals – My Travel Training)</p>			
Formal	<p><b>Technology</b></p> <p><b>Technology in the home.</b></p> <p>Recognise uses of technology in the home.</p> <p>Using technology at home, how much do we have in our lives? Do we control it, or does it control us?</p>	<p><b>Multi-Media</b></p> <p><b>recording sounds and pictures</b></p> <p>Record own voice and play back to an audience.</p> <p>Use a video or stills camera to record an activity, playback and discuss/sequence.</p> <p>'ways in which I can use my body' (All the senses)</p>	<p><b>Data Handling</b></p> <p><b>Collect and record information</b></p> <p>Use information recorded about recycling in the classroom to Record data in a variety of ways.</p> <p>Present data for others.</p>	<p><b>Technology</b></p> <p><b>Use WWW to find out information.</b></p> <p>Watch / search / identify sources of information from the internet.</p> <p>Analyse / discuss / present reliable sources of information.</p>	<p><b>Programming</b></p> <p><b>Use remote control devices</b></p> <p>Operate remote control devices in increasing complexity.</p> <p>Log instructions to get from A to B.</p>	<p><b>Multi-Media</b></p> <p><b>My journey to school / day out.</b></p> <p>E-Literacy – Use appropriate software to record information using photos /video / sound.</p> <p>Increase knowledge and understanding of different applications and how they work. (Word, PowerPoint ...)</p>

Cycle 2 – Primary

Computing	Food and Drink	Hobbies and Interests	Me and My Community
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Basic skills across whole year:	E-Safety					
Semi-formal curriculum	<b>Multi-Media &amp; Data Handling</b> <b>Exploring Food Online</b> Using WWW to find out who sells what Tally chart / Pictograms – who likes what food / Using Technology to buy food. <b>E-Literacy</b> – Design Poster using Pictures / Photos in appropriate Application on Laptop / iPad. (Equals –Food)		<b>Programming</b> <b>Begin to understand / increase knowledge of Scratch Programming.</b> Minecraft WWW to research new hobbies www to listen to the news (Equals – Play and Leisure)		<b>Multimedia &amp; Technology</b> <b>Investigating ICT for Communication</b> Using ICT to assist me in the community (big Macs / Photos etc...) Photographic journey to the shops <b>E-Literacy</b> – My journey to the Farm in photographs (Equals – Shopping)	
Formal	<b>Technology</b> <b>Using technology in the community</b> Shopping and information gathering? Where can you buy? Which is the cheapest? Weekly cost of shopping?	<b>Multi-Media</b> <b>Using Links</b> Develop skills using transitions and hyperlinks to enhance the structure of presentations. Explore the use of video, animation, & green screening for a specific audience (E.G. restaurant)	<b>Data Handling</b> <b>Research methods</b> local availability of most popular recreational activities? Use Appropriate program to record e.g. excel/word...)	<b>Technology</b> <b>Using the internet to investigate hobbies</b> Twi-Kwando, Boccia, Tag Rugby, Jogging, Exercise Videos, Photography, Karaoke, Filming...	<b>Programming</b> <b>talk about/ movement / maps</b> Locating places in the School / Community / County using Maps. Google Maps, Street view, Navigation, Sprite from A-B.	<b>Multi-Media</b> <b>Digital Literacy</b> Using photo evidence to record my day out / visit to the shops/cafe. (Use appropriate word processing program.)

Cycle 3 – Primary

Computing	Light and Sound	Seasons and Weather	Home and Habitats
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Basic skills to be taught across whole year:	E-Safety					
Semi-formal curriculum	<b>Multimedia &amp; Technology</b>  <b>Using Inputs and Outputs</b> Record Sounds Using Video / iPad / microphones around the school at different times of the day. Using recordings in suitable program on Laptops / iPad to create record of the sounds and try to guess what the noise is and what time of day you would hear it. Use Lightbox to create shadow puppets. Use video to capture a story.		<b>Multimedia &amp; Data Handling</b>  <b>Using the WWW to investigate</b> Use the WWW to watch weather broadcast. What is the weather going to be today / this week? Record the weather using symbols / tally chart.  Create an interactive display about the weather.  <b>Equals – The Weather</b>		<b>Programming</b>  <b>Using Scratch to control devices in the home / School.</b> Investigate the use of IOT's and program an IOT to assist you in the home / school environment.  Alexa / BBC Micro bit, Micro bit modules / Raspberry Pi / Robots ...	
Formal	<b>Technology</b>  <b>Capturing Sound</b>  Using technology (e.g. sound recording / video...) to capture sounds. Sound Journey around the School. Where in the School is the Sound? game.	<b>Multi-Media</b>  <b>Inputs &amp; Outputs</b>  Explore the use of Light to create a video using shadow puppets based on safer internet usage.	<b>Data Handling</b>  <b>Record / display information</b> Contribute / construct / generate / explore object decision tree about what to wear different weather patterns.	<b>Technology</b>  <b>using IT to record weather patterns</b>  Using WWW to find out 'What's the weather today' Different sites (most reliable site for weather) Different types of tech that help us detect weather patterns and help us with things like 'when to water the plants.	<b>Programming</b>  <b>Understanding Instructions</b>  use robot / remote control toys to program an event to get to specified location (treasure hunt / bee bot mat)	<b>Multi-Media</b>  <b>E-Literacy 'Habitats'</b>  Collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience. Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations.

Cycle 4 – Primary

Computing	How Things Work		Animals		Water	
Basic skills to be taught across whole year:	E-Safety					
Semi-formal curriculum	<p><b>Programming &amp; Technology</b></p> <p><b>How technology works</b> (computers, cameras, big Ms etc...)</p> <p>Using instructions to change the appearance of Avatar. (Intro to Scratch Jr booklet)</p> <p>Use instructions to control Robot / remote control device.</p>		<p><b>Multi-Media &amp; Data Handling</b></p> <p><b>Information Gathering</b></p> <p>Collect data about Pets. Use photos / tally chart to create pictogram or pie to display data collected to give information about pet's people have.</p> <p>Find out information about how to look after a pet (Possibly cost as well) and record using appropriate software (increasing knowledge and understanding of the software application used)</p>		<p><b>Multimedia</b></p> <p><b>Experiment with appearance</b></p> <p>Using information found on WWW about the water cycle (or information given in word document) experiment with Font, size, colour, alignment, Page orientation, sound buttons, Bullet points, Draw, watermarks, borders .... to create atmosphere to work.</p>	
Formal	<p><b>Technology</b></p> <p><b>How technology works</b></p> <p>Talk about the parts of a computer and how it connects to the internet. Using appropriate tools to collaborate on-line (Including risks) Understand different types of online content and sources of information.</p>	<p><b>Programming – instructions</b></p> <p>Plan and enter a sequence of instructions to make robot / avatar solve a problem such as maze / Change direction / treasure hunt...</p>	<p><b>Data Handling –</b></p> <p><b>Plan and create a database to answer questions about pets</b></p> <p>Present data in appropriate format for a specific audience.</p> <p>Use appropriate tool to create display / present in assembly.</p>	<p><b>Multi-Media –</b></p> <p><b>Collect information from a range of sources</b> (considering copyright issues) into a presentation for a specific audience. Know how to use text and video editing tools in programs to refine work.</p>	<p><b>Technology</b></p> <p><b>Frame questions &amp; identify key words to search for information on the Internet</b></p> <p>Water Project – <b>Use WWW to investigate the importance of water</b> and present findings in power point presentation.</p>	<p><b>Multi-Media</b></p> <p><b>Creating Atmosphere</b></p> <p>using technology to record information about the water cycle and explore how multimedia can create atmosphere &amp; appeal to different audiences Be confident in creating &amp; modifying text. Use ICT to create a poster about the water cycle.</p>

Cycle 5 – Primary

Computing	People and Places	The Future	Journeys
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Basic skills to be taught across whole year:	E-Safety					
Semi-formal curriculum	Equals – <b>thinking and problem solving</b> Scratch Jnr – movement forwards backwards stop / go		Equals – the world about me E-Literacy – What I would like to do in the future (week / month / year / adult) Scratch –Movement / create game to move people to where they work.		Equal – History and the passing of time WWW to find out about events in history. E-Literacy – Transition to new class / secondary	
Formal  <b>Multimedia &amp; Technology Programming Multi-Media &amp; Data Handling</b>	<b>Technology</b>  <b>Using technology to communicate</b>  Use technology to communicate with people in different locations and for different reasons E.G. Pen-Pal / Letter of complaint / Letter of thanks / review / congratulate / ask questions.	<b>Multi-Media</b>  <b>Art Tools</b>  Use art programs to draw/modify photos using range of tools. 2 Simple & GIMP	<b>Data Handling</b>  <b>Plan Database</b>  Use appropriate tool (excel/Word) to display the different staff roles in the school / In another work environment. (Pie charts/bar charts.)  <b>E=Literacy</b> discuss and record what skills are needed to do these jobs.	<b>Digital Literacy</b>  <b>Careers</b>  (BBC Bitesize Careers and the world of work) Begin to create a CV recording personal skills and attributes.  <b>Use WWW</b> to find out what career may be suitable. (allthetest.com) or use the internet to contact a person to invite them in for an interview. Or use word to write letter to person to invite them into school.	<b>Programming</b>  <b>Algorithm</b>  Use Remote control toys/cars/robots to give series of instructions using forward backwards, repeat, number, if, then (this is the beginning of learning about algorithms) Record in detail.	<b>Programming</b>  <b>Using Scratch 3 / Python</b>  Using the instructional language from previous term input instructions into scratch 3 moving up down left right to get to a location / mapping a journey.  Change inputs to achieve different outputs (size, colour, movement)

Cycle 6 – Primary

Computing	Making Choices		Space and Time		My Health	
Basic skills to be taught across whole year:	E-Safety					
Semi-formal curriculum	<p><b>Programming</b></p> <p><b>The consequence of Making Choices</b></p> <p>Use Scratch / Scratch jnr to make choices (moving forwards backwards sideways, Start &amp; stop, Colour, Background. Use ICT programs / Education City programs about making choices in line with class project.</p> <p>I would like? Encourage pupils to make own choices and become more confident in saying yes/no when needed (online safety)</p>		<p><b>Multi-Media &amp; Data Handling</b></p> <p><b>Exploring Space</b></p> <p>Use WWW to look at Space. Use 'Egg' to look at stars and planets (land on Mars).</p> <p>Sequencing time through the day / week using photos / iPad apps...</p>		<p><b>Multimedia &amp; Technology</b></p> <p><b>'I can cook with the aid of ICT'</b></p> <p>Equals – My Cooking 'Choose and Cook' ICT Program 'I can Cook' CBeebies Wash wash wash your hands Song from CBeebies Time lapse photography - growth of mould Equals – My physical Wellbeing ICT – Follow Exercise video Make own exercise video Pictogram / tally chart of who likes what exercise / food.... Talking tins display of healthy food</p>	
Formal	<p><b>Technology</b></p> <p><b>How to use technology safely-</b> cyber bullying and e safety? Understand the different types of content on websites and that some things may not be true or accurate.</p>	<p><b>Programming</b></p> <p><b>Making Choices in Programming.</b> Using Coding Cards (School network\computer curriculum\Scratch\)</p>	<p><b>Data Handling</b></p> <p><b>pictograms / charts</b> – 'how I / others spend the day' The passing of time.</p>	<p><b>Technology</b></p> <p><b>Using technology to look at the stars.</b> Frame questions &amp; identify key words to search for information on the Internet about planets / Stars / moon.</p>	<p><b>Programming</b></p> <p><b>Appearance</b> - How fast / how slow / how tall / how small. Making your name (sprite) spin / grow / shrink / change colour in Scratch 3.</p>	<p><b>Multi-Media</b></p> <p><b>E-Literacy</b> Use multimedia to create social story or a tale of a personal event.</p>

## **Computing Curriculum**

The computing curriculum is divided up into **5 strands**. E-safety is taught across the whole year with an emphasis at the beginning of the year, safer internet day (Usually February) and if an opportunity arises in the classroom due to events or need.

Each strand is divided into 6 sequential levels as follows –

## Formal Curriculum

At the beginning of every year the first few sessions should cover internet safety to refresh and increase understanding of how to be safe when working with information about themselves / technology and being online.

E-Safety						
Reception	Level 1	Level 2	Year 3	Level 4	Level 5	Level 6
<p>Talk about good &amp; bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.</p> <p>Play appropriate games on the Internet.</p> <p>Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us &amp; keeping ourselves safe by keeping information private.</p> <p>Safer Internet Day</p>	<p>Understand they need to follow certain rules to remain safe when visiting places online.</p> <p>Begin to understand that if you create something you own it.</p> <p>Learn that many websites ask for information that is private &amp; discuss how to responsibly handle such requests.</p> <p>Explore how email can be used to communicate with real people within their schools, families &amp; communities.</p> <p>Learn that directory sites with alphabetical listings offer one way to find things on the Internet.</p> <p>Safer Internet Day</p>	<p>Stay safe online by choosing websites that are good for them to visit &amp; not inappropriate sites. Age Restrictions</p> <p>Explore what cyber-bullying means &amp; what to do when they encounter it.</p> <p>Know that if they put information online it leaves a digital footprint, or “trail” &amp; they need to manage it so it’s not hurtful. Understand that keyword searching is an effective way to locate online information &amp; how to select keywords to produce the best search results.</p> <p>Discuss criteria for rating informational websites a site.</p> <p>Realise that not all websites are equally good sources of information.</p> <p>Share Aware – Dangers of sharing pictures online</p> <p>Safer Internet Day</p>	<p>Agree sensible e-safety rules for the classroom.</p> <p>Choose a secure password for age-appropriate websites.</p> <p>Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button.</p> <p>Safer Internet Day</p>	<p>Talk about what games they enjoy playing and what good choices are when playing games e.g. content, screen time.</p> <p>Use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully</p> <p>Comment and provide positive feedback on the work of classmates in school or online, or the work of others online</p> <p>Share aware risks of chatting to strangers</p> <p>Safer Internet Day</p>	<p>Agree sensible e-safety rules for the classroom.</p> <p>Discuss their own personal use of the Internet and choices they make</p> <p>Discuss how to protect devices from virus threats.</p> <p>Discuss the importance of keeping an adult informed about what you’re doing online, and how to report concerns.</p> <p>Explore using the safe and responsible use of online communication tools e.g. blogs, messaging.</p> <p>Safer Internet Day</p>	<p>Making sense of relationships NSPCC Learning Empowers children to handle the challenges associated with moving from Year 6 into secondary school.</p> <p>Explores the nature of friendships, the benefits and opportunities that new ones bring, and the positive, safe and healthy ways to manage them.</p> <p>Explores issues around as sexting to give young people the knowledge and the skills to keep safe.</p> <p>focuses on consent and aims to equip young people with the knowledge and skills to keep themselves and others safe.</p> <p>Safer Internet Day</p>

Childnet toolkit, Internet Matter, Lets Talk about it (radicalisation, Net Aware, Parent Inf, Rise Above, ThinkUKnow, UK Council for Internet Safety



Programming						
Reception	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Help adults operate equipment around the school, independently operating simple equipment</p> <p>Use simple software to make things happen</p> <p>Press buttons on a floor robot and talk about the movements</p> <p>Explore options and make choices with toys, software and websites</p>	<p>Physically follow &amp; give each other instructions to move around</p> <p>Explore outcomes when buttons are pressed in sequences on a robot</p> <p>Begin to use software to create movement &amp; patterns on a screen</p> <p>Begin to identify an algorithm to achieve a specific purpose</p> <p>Execute a program on a floor robot to achieve an algorithm</p> <p>Use the word debug to correct any mistakes when programming a floor robot</p> <p>Begin to predict what will happen for a short sequence of instructions in a program</p>	<p>Physically follow and give each other forward, backward &amp; turn (right-angle) instructions</p> <p>Articulate an algorithm to achieve a purpose</p> <p>Plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance &amp; turn and drawing a trail</p> <p>Explore outcomes when giving instructions in a simple Logo program</p> <p>Watch a Logo program execute &amp; debug any problems</p> <p>Predict what will happen &amp; test results</p> <p>Talk about similarities &amp; differences between floor robots and logo on screen</p>	<p>Plan &amp; enter a sequence of instructions on a robot specifying distance &amp; turn to achieve specific outcomes, debug the sequence where necessary.</p> <p>Test &amp; improve / debug programmed sequences.</p> <p>Begin to type logo commands to achieve outcomes.</p> <p>Explore outcomes when giving sequences of instructions in Logo software.</p> <p>Use repeat to achieve solutions to tasks.</p> <p>Solve open-ended problems with a floor robot &amp; Logo including creating simple regular polygons, making sounds &amp; planning movements such as a dance.</p> <p>Create an algorithm to tell a joke or a simple story.</p> <p>Sequence pre-written lines of programming into order</p> <p>Talk about algorithms planned by others &amp; identify any problems &amp; the expected outcome.</p>	<p>Create &amp; edit procedures typing logo commands including pen up, pen down &amp; changing the trail of the turtle.</p> <p>Use sensors to 'trigger' an action such as turning the lights on using Robot if it 'goes through a tunnel' or reversing if it touches something.</p> <p>Solve open-ended problems with a floor robot, Logo &amp; other software using efficient procedures to create shapes &amp; letters.</p> <p>Experience a variety of resources to extend knowledge &amp; understanding of programming.</p> <p>Create an algorithm &amp; a program that will use a simple selection command for a game.</p> <p>Begin to correct errors (debug) as they program devices &amp; actions on screen &amp; identify bugs in programs written by others.</p> <p>Use an algorithm to sequence more complex programming into order</p> <p>Link the use of algorithms to solve problems to work in Maths, Science &amp; DT.</p>	<p>Explore procedures using repeat to achieve solutions to problems with Logo &amp; a floor robot</p> <p>Talk about procedures as parts of a program</p> <p>Refine procedures to improve efficiency</p> <p>Use a variable to replace number of sides in a regular shape</p> <p>Explore instructions to control software or hardware with an input &amp; using if... then... commands</p> <p>Explore a computer model to control a physical system</p> <p>Change inputs on a model to achieve different outputs</p> <p>Refine &amp; extend a program</p> <p>Identify difficulties &amp; articulate a solution for errors in a program</p> <p>Group commands as a procedure to achieve a specific outcome within a program</p> <p>Write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming.</p>	<p>Record in some detail the steps (the algorithm) that are required to achieve an outcome &amp; refer to this when programming</p> <p>Predict the outputs for the steps in an algorithm</p> <p>Increase confidence in the process to plan, program, test &amp; review a program</p> <p>Write a program which follows an algorithm to solve a problem for a floor robot or other model</p> <p>Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software</p> <p>Control on screen mimics &amp; physical devices using one or more input &amp; predict the outputs</p> <p>Understand how sensors can be used to measure input in order to activate a procedure or sequence &amp; talk about applications in society</p> <p>Create variables to provide a score/trigger an action in a game</p> <p>Link errors in a program to problems in the original algorithm.</p>

Multimedia						
Reception	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Use a mouse to rearrange objects and pictures on a screen. Recognise text, images and sound when using ICT. Use a camera or sound recorder to collect photos or sound. Use paint programs to create pictures. Begin to use a keyboard see programming. Develop an interest in ICT by using age appropriate websites or programs.</p>	<p>Record their own voices and play back to an audience. Use a video or stills camera to record an activity. Create sounds and simple music phrases using ICT tools. Add text and images to a template document using an image &amp; word bank. Use index fingers (left and right hand) on a keyboard to build words &amp; sentences. Know when &amp; how to use the SPACE BAR (thumbs) to make spaces between words.</p>	<p>Use an increasing variety of tools and effects in paint programs and talk about their choices. Use templates to make electronic books individually and in pairs. Explore the effects of sound and music in animation and video. Create own documents, adding text and images. Use keyboard to enter text (index fingers left &amp; right hand). Know when and how to use the RETURN/ ENTER key. Use SHIFT &amp; CAPS LOCK to enter capital letters. Use DELETE &amp; BACKSPACE buttons to correct text. Create sentences, SAVE &amp; edit later.</p>	<p>Explore &amp; begin to evaluate the use of multimedia to enhance communication. Create &amp; begin to edit presentation documents &amp; text, experimenting with fonts, size, colour, alignment for emphasis &amp; effect. Use a range of effects in art programs including brush sizes, repeats, reflections. Explore the use of video, animation &amp; green screening. Use ICT tools to create musical phrases. Amend text &amp; save changes. Use individual fingers to input text &amp; use SHIFT key to type characters. Amend text by highlighting &amp; using SELECT/ DELETE &amp; COPY/ PASTE. Look at own work &amp; consider how it can be improved for effectiveness.</p>	<p>Explore how multimedia can create atmosphere &amp; appeal to different audiences. Be confident in creating &amp; modifying text &amp; presentation documents to achieve a specific purpose. Use art programs &amp; online tools to modify photos for a specific purpose using a range of effects. Explore the use of video, animation, &amp; green screening for a specific audience. Use ICT tools to create music phrases for a specific purpose. Use a keyboard effectively, including the use of keyboard shortcuts. Use font sizes &amp; effects such as bullet points appropriately. Know how to use a spell check. Look at their own, and a friend's work &amp; provide feedback that is constructive &amp; specific.</p>	<p>Select an appropriate ICT or online tool to create and share ideas. Explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified. Develop skills using transitions and hyperlinks to enhance the structure of presentations. Use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness. Know how to use text and video editing tools in programs to refine their work. Use online tools to create and share presentations and films.</p>	<p>Identify the purpose for selecting an appropriate online tool. Discuss audience, atmosphere and structure of a presentation or video. Collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience. Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations. Store presentations and videos online where they can be accessed by themselves and shared with others. Evaluate the effectiveness of their own work and the work of others.</p>

Technology in Our Lives						
Reception	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Recognise purposes for using technology in school and at home.</p> <p>Understand that things they create belong to them and can be shared with others using technology.</p> <p>Recognise that they can use the Internet to play and learn.</p>	<p>Recognise uses of technology in their homes and in their community.</p> <p>Understand that there are online tools that can help them create and communicate.</p>	<p>Begin to understand there are a variety of sources of information and begin to recognise the differences.</p> <p>Begin to understand what the Internet is and the purposes that it is used for.</p> <p>Understand the different types of content on websites and that some things may not be true or accurate.</p>	<p>Save work on the school network, on the Internet and on individual devices</p> <p>Talk about the parts of a computer.</p> <p>Use appropriate tools to collaborate on-line.</p> <p>Use appropriate tools to communicate on-line.</p> <p>Use simple search tools and find appropriate websites.</p> <p>Talk about the owner of information online.</p>	<p>Talk about the school network &amp; the different resources they can access, including the Internet.</p> <p>Frame questions &amp; identify key words to search for information on the Internet.</p> <p>Consider reliability of information &amp; ways it may influence you.</p> <p>Check who the owner is before copying photos, clipart or text.</p>	<p>Identify different parts of computing devices.</p> <p>Identify different parts of the Internet.</p> <p>Choose appropriate tools for communication and collaboration and use them responsibly.</p> <p>Use effective strategies to search with appropriate search engines.</p> <p>Talk about the different elements on web pages.</p> <p>Find out who the information presented on a webpage belongs to.</p>	<p>Describe different services provided by the Internet &amp; how information moves around the Internet.</p> <p>Describe different parts of a computing device &amp; how it connects to the Internet. Connect a computing device to a keyboard, mouse or printer.</p> <p>Identify appropriate forms of online communication for different audiences.</p> <p>Use search engines as part of an effective research strategy.</p> <p>Describe how search results are selected &amp; ranked.</p> <p>Acknowledge who resources belong to that they have found on the internet.</p>

Data Handling						
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Collect information as photos or sound files. Use a simple pictogram or set of photos to count and organise information.	Take photographs, video and record sound to record learning experiences. Look at how data is representing digitally. Contribute to and interpret a pictogram.	Take and save photographs, video & record sound to capture learning. Use microscopes or other devices to capture and save magnified images. Ask questions and consider how they will collect information. Collect data, generate graphs and charts to find answers. Save & retrieve the data to show to others. Create paper/ object decision trees & explore a branching database. Investigate different types of digital data e.g. online encyclopaedias	Find out information from a pre-prepared database, asking straightforward questions. Contribute towards a database. Construct and use a branching database. Record data in a variety of ways. Present data for others. Use a data logger to monitor changes and talk about the outcomes seen.	Plan and create a database to answer questions. Identify different types of data. Ask questions carrying out simple searches on a database. Identify inaccurate data. Present data in appropriate format for an audience. Use a data logger to record and compare individual readings.	Collect and record information using spreadsheets and databases. Carry out complex searches (e.g. using and/or; $\leq$ / $\geq$ ) Solve problems and present answers using data tools. Analyse information and question data. Identify poor quality data. Select appropriate use of a data logger for an investigation and interpret the findings.	Use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility. Select appropriate data tool. Identify and present results. Interrogate a database, refining searches to provide answers to questions. Plan investigations using the outcomes from a data logger to show findings

### Curriculum Notes

- All pupils need to learn about e-Safety at an accessible, differentiated level
- All pupils will be involved in Internet safety day (usually Feb)
- In place of Scratch 3 the program Scratch Junior can be used if the this is more appropriate for the pupils.
- ICT can be used in many lessons throughout the curriculum to provide a wide knowledge base of the computing
- IT is used at Three Ways in a range of ways to assist with communication which can take many forms and be embedded into everyday living and life skills. (Eye Gaze Technology, Voice Output Communication Aids) Speak to SALT team for AAC support
- Using IT in the classroom and outside in the community could consist of - Taking photos, Big Macs, Talking Tins, Music players, Video players, type and talk programs, vibration boards, remote control toys, Eye Gaze, Scratch 3 or Scratch Jnr, iPad, Laptops, Exercise videos etc....