

ICT– Key Stage 1

National Curriculum Objective	Year 1	Year 2
1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Using Dazzle to create/saving and retrieving work/printing	Using more advanced tools in a paint package Dazzle [Autumn 1]
2. Recognise common uses of information technology beyond school.	Logging on and off/mouse skills/ copying images from the internet. iPad/tablet skills through games and apps	<i>Technology all around us [Spring 1]</i>
3. Use logical reasoning to predict the behaviour of simple programs.	Espresso Coding 2.0:- Simple inputs	Espresso Coding 2.0:- Different sorts of inputs [Autumn 2]
4. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Espresso Coding 2.0:- On the move	Espresso Coding 2.0:- Buttons and instructions [Spring 2]
5. Create and debug simple programs.	Espresso Coding 2.0:- On the move, Simple inputs via warning console	Controlling a floor and screen turtle [Summer 1]
6. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Green Screening to record videos or take pictures.	Questions and Answers, branching databases. Kahoot! [Summer 2]
	E-Safety Week- discussing and working on the importance of the internet, benefits and dangers.	
	SeeSaw- Developing on from the 'Home Learning' period where children and parents can interact with different forms of technology to complete homework tasks.	
STEM Week- Linking how technology is used in everyday life and the wonders of it.		

ICT– Key Stage 2

National Curriculum Objective	Year 3	Year 4	Year 5	Year 6
1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Espresso Coding Conditional events selection [Summer 1]	Espresso Coding Introducing to variables [Spring 1]	Espresso Coding Random number and Simulations [Summer 2]	Espresso Coding Object properties [Spring 1]
2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Espresso Coding Sequence and animation [Spring 1]	Espresso Coding Introducing to variables [Spring 1]	Espresso Coding Speed direction and co-ordinates [Spring 1]	Espresso Coding More complex variables [Summer 2]
3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Espresso Coding Conditional events selection [Summer 1]	Espresso Coding Repetition in loops [Summer 2]	Espresso Coding Speed direction and co-ordinates [Autumn 2]	Espresso Coding Object properties [Autumn 1]
4. 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	Google Maps linking with Geography [Autumn 1] Green Screening to record videos using researched multimedia.	PowerPoint Internet research Collecting and presenting information [Autumn 1] Green Screening to record videos using researched multimedia.	Using internet to research for topic work [Autumn 1]	Green Screening to record videos using researched multimedia.
5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Word 2010 combining text and graphics [Revisiting throughout year]	Word 2010 Writing for different audiences [Autumn 1]	Graphical modelling [Spring 2] Analysing data from databases and spreadsheets [Summer 2]	Using search engines [Spring 2]
6. 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	Dazzle developing graphics skills [Autumn 2] PowerPoint creating and presenting [Summer 2]	Developing images using repeated patterns [Autumn 2] Techspace using tables and diagrams to display data [Summer 1]	Powerpoint Publisher Multimedia presentations [Autumn 2] Charanga Digital Music Composition [Summer 1]	Spreadsheets and formulas [Autumn 2]
7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Times Tables Rockstars My Book Blog [Throughout year]	Times Tables Rockstars My Book Blog [Throughout year]	Times Tables Rockstars My Book Blog [Throughout year]	Times Tables Rockstars My Book Blog [Throughout year]
<p>E-Safety Week- discussing and working on the dangers, benefits and importance of the internet. SeeSaw- Developing on from the 'Home Learning' period where children and parents can interact with different forms of technology to complete homework tasks.</p> <p>STEM Week- Linking how technology is used in everyday life and the wonders of it.</p>				

