















































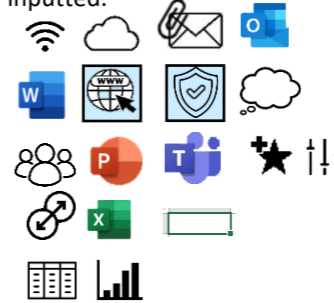

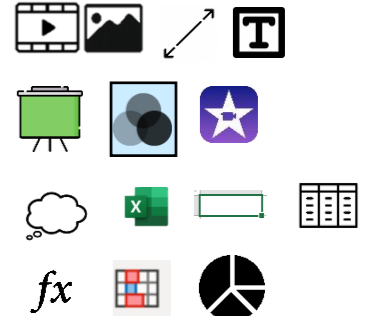






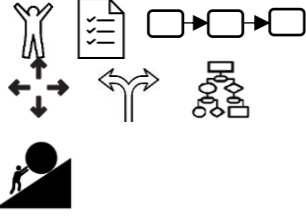
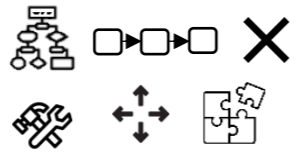
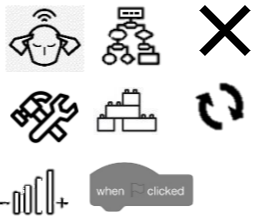
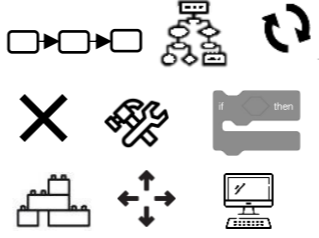

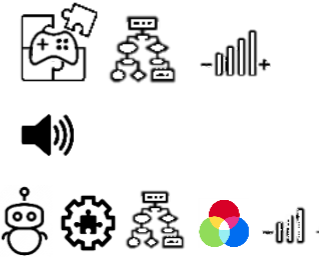
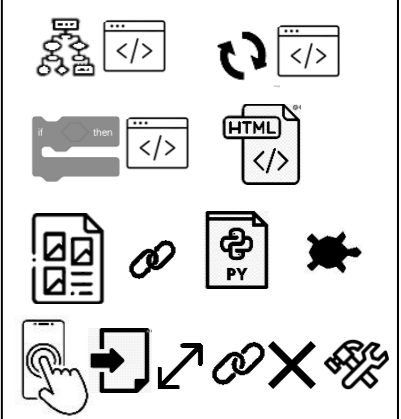





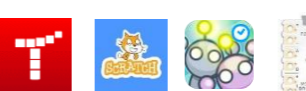


ICT Curriculum Skills and Knowledge Progressions

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Digital Literacy</p> 	<p><u>Nursery:</u> -To remember rules without needing an adult to remind them</p>  <p><u>Reception:</u> -To understand right and wrong choices</p> <p>-To understand that our actions have consequences</p> <p>-To understand what respect is and how we can be respectful of each other</p> <p>-To be able to use ICT equipment respectfully</p> <p>-To understand how to respond if something makes us feel uncomfortable online</p> <p>-To begin to understand the importance of limiting screen time</p>     	<p>-To understand that the way we communicate has changed over time.</p> <p>-To understand that through the internet, anybody can connect to anyone else and, although this can be a good thing, sometimes it can allow strangers access to us.</p> <p>- To begin to understand how to stay safe when using technology by keeping personal information private</p> <p>- To begin to understand where to go for help and support when concerned about content or contact on the internet or other online technologies</p> <p>-To understand the importance of limiting screen time</p>     	<p>-To understand the positives and negatives of communicating through the internet.</p> <p>- To understand that through the internet, anybody can connect to you and understand when it is safe to connect to others and when it is not.</p> <p>- To understand how to stay safe when using technology by knowing what personal information to keep private.</p> <p>- To understand how to recognise risks, harmful content and contact, and how to report them.</p> <p>-To understand how information and data is shared and used online.</p> <p>-Know some of the implications of not using technology respectfully e.g. cyber bullying.</p> <p>-To understand the purpose of age ratings on games/ apps.</p>     	<p>-Understand what acceptable and unacceptable online behaviour looks like. They should understand that the same standard of behaviour and honesty apply on and offline.</p> <p>-Understand the term cyber bullying and the impact this has on the victim in order to understand how to use technology respectfully.</p> <p>-Understand how to stay safe when using technology by knowing how much information can be found out about us through our digital footprint.</p> <p>-Understand how to stay safe when using a range of age appropriate technologies and to understand who is safe to connect/talk to.</p> <p>-Understand how to make a password safe and secure and the importance of passwords.</p> <p>-To make judgements about what they see online and not automatically assume that what they see is true.</p>      	<p>-To understand what acceptable and unacceptable online behaviour looks like on a variety of social media platforms.</p> <p>-To understand how to stay safe when using a range of age appropriate technologies and non-age appropriate technologies including who to connect/talk to.</p> <p>-To understand how companies use cookies to target the advertisements you see and how you can change your privacy settings to block/mask your digital footprint (incognito/clearing browsing history).</p> <p>-To understand a range of ways to report concerns about content and contact.</p> <p>-To understand the purpose of age ratings on games/ apps which KS2 are starting to be exposed to.</p> <p>-To understand what an AUP (Acceptable Using Policy) is and why they are used in professional contexts.</p>       	<p>-To understand what acceptable and unacceptable online behaviour looks like. They should understand that the same standard of behaviour and honesty apply on and offline. They should be also recognise unacceptable behaviour in others.</p> <p>-To understand the term cyber bullying and the impact and consequences of this for the victim and perpetrator in order to understand how to use technology respectfully on a range of social media platforms.</p> <p>-To understand how to create a positive, digital footprint and explore the impact that social media has on our mental health.</p> <p>-To understand a range of ways to report concerns about content and contact.</p> <p>-To understand how to stay safe when using a variety of social media platforms and to be able to set/change security settings to make their accounts private.</p> <p>-To be able to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.</p>      	<p>-To understand what acceptable and unacceptable online behaviour looks like. They should understand that the same standard of behaviour and honesty apply on and offline. They should be also recognise unacceptable behaviour in others and know how to respond appropriately.</p> <p>-To understand how to stay safe when using a range of social media platforms and to understand what a safe, online relationship is.</p> <p>-To understand the term cyber bullying and to understand the responsibility they have if they witness cyberbullying in order to understand how to use technology respectfully on a range of social media platforms.</p> <p>-To understand that your digital footprint is permanently stored electronically and it is beyond your ability to change and delete.</p> <p>-To understand how to create a positive, digital footprint which will be your electronic legacy throughout your life.</p> <p>-To be able to evaluate what they see online and not automatically assume that what they see is valid, reliable or acceptable.</p> <p>-To explore the impact that social media and picture manipulation has on our mental health.</p>      



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Information Technology</p> 	<p><u>Nursery</u> - To begin to explore how a piece of software works</p>  <p><u>Reception</u> - To be able to use ICT equipment safely, respectfully and confidently.</p> <p>-To be confident to try new activities and show independence</p> <p>- To show resilience and perseverance in the face of challenge when using a piece of software.</p> <p>- To be able to drag and drop an object on a tablet</p> <p>-To be able use two fingers to reduce and enlarge images</p> <p>-To be able to rotate an image using two fingers</p> <p>-To begin to identify letters and numbers on keyboard</p> <p>-To be able to create a digital illustration</p> <p>-To explore, use and refine a variety of artistic effects to express our ideas and feelings</p> <p>-To be able to experiment with colour and design.</p> 	<p>-To be able to recognise common uses of information technology beyond school</p> <p>-To be able to identify the different components of a PC</p> <p>-To recognise different types of devices and understand which device is the most appropriate to use for a given task.</p> <p>-To be able to log in on a Windows computer with support and to understand the importance of keeping a password secure</p> <p>-To understand the purpose of a mouse and to begin to learn how to control it.</p> <p>-To be able to use a mouse for different purposes</p> <p>-To understand how keyboard keys are laid out and the purpose of this.</p> <p>-To be able to identify symbols on a keyboard.</p> <p>-To be able to plan, create and edit a digital illustration</p> <p>-To be able to type a basic sentence with a capital letter and the correct punctuation.</p> <p>-To begin to understand how to save a document.</p> 	<p>- To be able to identify and explain the different components of a PC</p> <p>-To be able to log in on a Windows computer and to understand the importance of keeping a password secure</p> <p>-To understand the purpose of a mouse and be able to control it accurately.</p> <p>-To understand how keyboard keys are laid out and to begin to type with speed and accuracy.</p> <p>-To be able to identify symbols on a keyboard and understand their purpose.</p> <p>-To be able to insert and edit text</p> <p>-To understand how to save and open a document</p> <p>-To be able to copy and paste a photo</p> <p>-To be able to save photos from the internet onto a hard drive</p> <p>-To be able to insert photos from a hard drive and text wrap them</p> 	<p>-To understand the purpose of a PAN network</p> <p>-To understand the differences of premises computing and cloud computing.</p> <p>-To understand the purpose of an email and understand how communication method have changed over time.</p> <p>-To know the format of an email address</p> <p>-To be able to navigate to a specific cloud computing website and to be able to log in to a private account</p> <p>-To understand the layout of an email account</p> <p>-To be able to send an email</p> <p>-To be able to reply to an email</p> <p>-To be able to use the internet search for specific information with adult guidance</p> <p>-To begin to select the most trustworthy websites which will give the most useful information with adult support</p> <p>-To be able create a PowerPoint presentation</p> <p>-To understand what an animation is and be able to use them within their presentation</p> 	<p>-To understand the purpose of a LAN network</p> <p>-To be able to explain the benefits of cloud computing.</p> <p>-To be able to attach and share photographs via email</p> <p>-To be able to use the internet search for specific information with adult guidance</p> <p>-To be able to select the most trustworthy with adult support. To be able to justify the reasoning behind their choice of website.</p> <p>-To begin to understand the different purposes for different software</p> <p>-To be able create an effective PowerPoint presentation collaboratively</p> <p>-To understand what an animation is and understand their purpose</p> <p>-To be able to add transitions to slides and understand their purpose</p> <p>-To be able to understand the layout of an excel spreadsheet</p> <p>-To be able to input data into specific cells with a given format</p> <p>-To be able to adjust column width and row height</p> <p>-To be able to create a table using specified data with support</p> <p>-To be able to create a graph using the data which has been inputted.</p> 	<p>-To understand the purpose of a WAN network</p> <p>-To be able to effectively use e-mails to communicate with other users</p> <p>-To be able to use the internet to search for specific information independently</p> <p>-To be able to select the most trustworthy websites which will give the most useful information and explain their reasoning</p> <p>-To understand the different purposes for different software</p> <p>-To be able create an effective PowerPoint presentation independently</p> <p>-To be able to use timed animations and understand their purpose</p> <p>-To be able to add timed transitions to slides and understand their purpose</p> <p>-To be able to insert hyperlinks into a presentation and understand their purpose</p> <p>-To be able to input data into specific cells with a given format</p> <p>-To be able to create a table using specified data</p> <p>-To be able to write a formula to find the difference between the numerical value of two cells</p> <p>-To be able to create a line graph using the data which has been inputted</p> 	<p>-To be able to record and collect a wide variety of media on a device</p> <p>-To be able to lengthen or shorten a clip</p> <p>-To be able to add text to a video clip/photograph</p> <p>-To be able to use a green screen effectively</p> <p>-To be able to add filters to a video clip</p> <p>-To be able to independently select an appropriate piece of software for a given task.</p> <p>-To be able to input data into specific cells with a given format</p> <p>-To be able to create a table using specified data</p> <p>-To be able to write a formula to calculate the total value of a range of cells</p> <p>-To be able to write a formula to compare values of different cells</p> <p>-To conditional format data based on their values</p> <p>-To be able to create a pie chart</p> 



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science 	<p>Nursery: -To explore how a piece of hardware works</p> <p>-To explore how a piece of software works </p> <p>Reception: -To be confident to try new activities and show independence when using ICT equipment</p> <p>-To be able to follow a list of instructions</p> <p>-To begin to order a sequence of events</p> <p>-To begin to understand positional language</p> <p>-To begin to understand selection</p> <p>-To begin to understand what an 'algorithm' is</p> <p>-To show resilience and perseverance in the face of challenge when using producing or following a set of instructions</p> 	<p>-To be able to understand what an algorithm is</p> <p>-To be able to create a simple algorithm</p> <p>-To begin to understand the importance of the order of events in an algorithm</p> <p>-To be able to recognise a bug within a line of code</p> <p>-To begin to debug a line of code with support practically</p> <p>-To be able to use simple, directional language.</p> <p>-To be able to solve problems by splitting them into smaller parts.</p> 	<p>-To be able to use logical reasoning to predict the behaviour of simple programs</p> <p>-To be able to create an algorithm with multiple lines of code</p> <p>-To be able to identify a bug and understand how the bug effects the outcome</p> <p>-To be able to debug an algorithm</p> <p>-To be able to create an efficient algorithm</p> <p>-To be able to use a variety of coding blocks and understand their purpose.</p> <p>-To begin to repeat a sequence of events</p> <p>-To be able to create an algorithm with a variable</p> <p>-To be able to use different types of starting blocks</p> 	<p>-To be able to understand the importance of the order of a sequence</p> <p>-To be able to write different algorithms to achieve the same goal</p> <p>-To be able to use loops to create a more efficient algorithm</p> <p>-To be able to identify a bug and understand how to debug</p> <p>-To be able to use a variety of start commands</p> <p>-To be able to use basic conditioning</p> <p>-To be able to understand how to create simple movement with blocks</p> <p>-To be able to move a sprite using direction code</p> <p>-To be able to create a sprite that is computer controlled</p> <p>-To be able to understand the purpose of hide and show blocks</p> 	<p>-To be able to identify bugs and understand be able to explain how to debug</p> <p>-To be able to use different types of loops to make an algorithm more efficient</p> <p>-To be able to decompose a problem in order solve it</p> <p>-To be able to understand abstraction to solve problems</p> <p>-To be able to understand how functions can make coding efficient</p> <p>-To be able to use conditional formatting</p> <p>-To be able to create a game using a variety of algorithms</p> <p>-To be able to understand broadcasting to trigger an event</p> <p>-To be able to understand the features of an effective game</p> <p>-To begin to understand the components of a physical coding system</p> <p>-To be able to write algorithms for a physical coding system</p> <p>-To be able to use conditional formatting to program a physical coding system</p> 	<p>-To be able to create assets</p> <p>-To be able to code assets using a variety of algorithms</p> <p>-To be able to create a variety of variables</p> <p>-To be able to write algorithms which produce sound</p> <p>-To understand the components of a physical coding system and be able to write simple algorithms</p> <p>-To be able to join multiple components of a physical coding system</p> <p>-To be able to write simple algorithms to control two components of a physical coding system</p> <p>-To be able to use RGB in an algorithm for a physical coding system</p> <p>-To be able to use variables to program a physical coding system</p> 	<p>-To be able to use programming language to write a variety of simple algorithms</p> <p>-To be able to use programming language to create loops</p> <p>-To be able to use programming language to conditional code</p> <p>-To be able to use basic HTML language</p> <p>-To be able to format a HTML page using styles and CSS</p> <p>-To be able to create a HTML page with hyperlinks</p> <p>-To be able to use basic Python language</p> <p>-To be able to use turtle graphics</p> <p>-To understand what an app is</p> <p>-To be able to use the insert and resize features on app software</p> <p>-To be able to write algorithms to create app buttons with hyperlinks</p> <p>-To be able to identify bugs within apps we have created ourselves and be able to debug them</p> 
Hardware/Software 	 Code-a-pillar Bee-Bot Hopster	 Botley Tynker Jr	 Botley Scratch Jr	 Light Bot Hour Tynker Scratch	 Tynker Scratch Light Bot Hour Crumble	 Scratch Crumble	 Swift Playground Espresso MIT