

# ICT Curriculum Map – Digital Literacy (including E-Communication and E-Safety)

EYFS

- Move between sections and windows when using on screen games (2Simple and web based games).
- Navigate menus using buttons.
- Discuss some of the advantages of virtual tasks (virtual pets & cooking).
- Explore that everything we find online may not be real (PenguinPig story).

Year 1

- Use age and topic appropriate on screen games, staying within the window and ignoring advertising – including introducing simulations.
- Explore what is meant by personal data and produce a document to share how to keep it safe (Hector's World).
- Discuss best practice when sharing online (Digi Duck's Big Decision).
- Create an emoji using brushes, tools & stickers to share an emotion (Paint3D).

Year 2

- Navigate websites and internet services (Google Earth) to locate items and information & use copy and paste.
- Create a computer-based world which can then be explored (Kodu).
- Consolidate good practice for staying safe online (Lee and Kim's Adventure).
- Explore how images can contribute to the sharing of personal information.
- Explore how we can communicate using images (emoji & memes) and use online software to create a meme to show how they are feeling about something in the news.
- Explore using simulations to investigate questions.

- Use Google Earth to find specific locations (using search) and identify their coordinates.
- Identify how technology helps us to perform daily tasks.
- Create a multimedia PowerPoint presentation that defines cyber-bullying, outlines the consequences of taking part and offers advice for if it happens (based on Kara & the Smart Crew Resources).
- Contribute to a class blog & explore how ICT can be used to communicate and the advantages of doing this.
- Analyse specific websites and explore factors that effect if we trust it or not (age, author, reputation).

Year 4

- Use Google Earth to explore key features & locations– the advantages of using satellite maps.
- Identify the difference between hardware and software.
- Identify the difference between real-world and cyber-bullying & consider the consequences of taking part.
- Consolidate good practice for staying safe online using the SMART rules from Childnet.com.
- Explore the effect of changing variables within simulations.
- Compose and reply to E-Mails including adding attachments.

Year 3

Year 5

- Explore how search engines work. Begin to narrow their searches using Boolean operators (AND, OR, NOT) and compare results from different search engines.
- Creating a diagram of a simple network topology.
- Create a narrative to educate others about the consequences of and solutions to cyber-bullying (Comic Life).
- Share selfies and explore the impact comments.
- List the websites used when investigating and researching.
- Consider a range of factors that effect if we trust websites (age, author, purpose, if it can be edited). Use Reality River (Google's Interland) to consolidate themes.

Year 6

- Expand on how search engines work including complex operators & the use of servers to provide cloud storage.
- Explore how data travels across a network in the form of binary code and how this effects device performance.
- Select appropriate software to research and present information on a specific e-threat to teach others.
- Create in class "tweets" and identify ways of staying safe when doing so.
- Explore how the use of social media effects the spread of negative content.
- List URLs and image sources when researching and saving content.
- Analyse an advert and explore how key information is manipulated in order to sell us a product.
- Debate if robotics is a positive or negative development
- Use Reality River (Google's Interland) to consolidate themes.