ICT Curriculum Map – Information Communication Technology (ICT)

Computer Programming
Media Production
Data-Handling
Digital Literacy

EYFS

Sorting and grouping things on screen; Matching items & spotting the difference.

Moving around the screen using buttons and menus & exploring how everything we find online may not be real. Matching key words to images (physically moving to the correct side of the room).

Year 1

Putting things in order on the screen, creating repeating sounds & controlling toys and on-screen characters.

Using the computer to colour and paint & using drag and drop to add letters and images.

Creating simple graphs on the computer & sorting items using hoops (Venn). Grouping item s using drag & drop.

Staying on selected games and pages; Recognising personal information) and the need to keep it safe) & creating an emoji. Matching key words to images using paint tools.

Exploring how toys are controlled in different ways & controlling Beebots and characters on screen.

Using brushes and stamps to make pictures; Altering text & inserting, resizing and moving pictures.

Year 2

Sorting things using tables (Carrol) and hoops (Venn) & using Excel to count then record data.

Making choices to control characters and games on screen & using Scratch to move characters around. Use loops, waits and LED commands to create a digital name badge.

Searching for pages and images and considering how images can share information & how to report problems; Using memes to communicate feelings & the advantages of using simulations. Matching key vocab by inserting & sorting key word & definition cards.

Saving pictures & adding sound, images and text to create presentations, pictures and animation.

Year 3

Using Excel to sort information then answer questions; Making simple bar charts & sorting items by asking yes and no questions (branching databases).

Using instructions to draw shapes in Logo & using Scratch to add programming so that items change when they are clicked.

Recognising different software and hardware; Sending email with attachments; Making changes to alter simulations & considering ways to stay safe online.

Saving pictures; Adding sound, pictures, buttons and text in different software; Changing text and images to make them stand out; Using CAD to create a 3D model & combing images to create a unique photo.

Year 4

Creating images by building up sections; Using different animations in PowerPoint to show the water cycle; Altering the pitch and tempo of a sound & using CAD when producing a product.

Using instructions to draw pictures and change colours in Logo & exploring things that start programs (e.g. switches, levers, sensors) and the result (e.g. movement, sound, LEDs).

Exploring different locations on electronic maps; identifying how ICT helps us with daily jobs; Investigating cyber-bullying and solutions; Considering how trustworthy websites are & contributing to a class blog safely.

Comparing information about two places (such as weather) using Excel.

Year 5

Using layers to build up a unique photo; Using CAD to create something that shows consideration of their audience; Considering the use of angles when selecting an image & altering the timings of animations in PowerPoint.

Using Scratch to allow users to add answers and creating a score counter & programming a robot to solve a problem (such as lifting a lever). Use Scratch to allow users to enter questions and receive responses

Appreciating how networks and search engines work (including key components); Creating a cyber-bullying story with a solution and a consequence; Appreciating the impact of online comments & considering what things effect if we trust a website or not.

Using Excel to multiply and divide numbers (such as finding averages and weights on different planets).

Year 6

Using Excel to add, multiply and divide numbers that change (such as the price of ingredients).

Appreciating how information travels across a network and how search engines, AI/Machine Learning and cloud storage are linked; Teaching others about a risk we may face when using ICT; Using tweets to safely communicate; Appreciating the effect of social media when spreading content; Exploring how information is manipulated & considering if robotics is positive or negative. Explore and compare what factors effect how strong a password is.

Use BBC Microbits to allow users to enter questions and receive responses & creating a game in Scratch where an avatar stays on a track using sensing commands (AI) in a set time. Communicating mood using radio broadcasts on the Microbit.

Adding and altering layers to build up an image and share a tip to stay safe online; Altering colours and effects to create a theme when telling a story; Using CAD to create a model that is historically accurate & altering the timing and paths of animations in PowerPoint.

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