



Key Stage 1

	Information Technology Digital Literacy	Programming	E-Safety
Year 1	<p>Unit 2: Film We are TV Chefs</p> <ul style="list-style-type: none"> • Break down a process into simple, clear steps, as in algorithm. • Use different features of a camera. • Use a video camera to capture moving images. • Develop collaboration. • Discuss their work and think about how it could be improved. <p>Unit 3: Illustrating an E-book</p> <ul style="list-style-type: none"> • Select and use appropriate painting tools to create and change images on a computer. software for the task/audience • Use the web safely to find ideas for an illustration. • Understand how this use of ICT differs from using paint and paper. • Create and illustration for a particular purpose. • Know how to save, retrieve and change their work. • Reflect on their work and act on feedback. <p>Unit 4: We are Collectors – find images use the web and sorting.</p> <ul style="list-style-type: none"> • Find and use pictures on the web. • Know what to do if they encounter pictures that cause concern. • Group images on the basis of binary (yes/no) question. • Organise images into more than two groups according to clear rules. • Sort (order) images according to some criteria. • Ask and answer binary (yes/no) questions about their images. 	<p>Unit 1: We are Treasure Hunters</p> <ul style="list-style-type: none"> • Understand that a programmable toy can be controlled by inputting a sequence of instructions. • Develop and record sequences of instructions as an algorithm. • Program the toy to follow their algorithm. • Debug their programs. • Predict how their programs will work. <p>LEGO WeDo Unit 1.1 -1.3 Roaring Lion</p> <p>1.1 – Understand what algorithms are Recognise ways to ensure safety when using technology 1.2 – Understand how algorithms are implemented as programs on digital devices Understand that programs work by following precise instructions 1.3 – Create a simple program</p>	<p>E-Safety Online Research</p> <ul style="list-style-type: none"> • Children use a range of safe sources to search for images. • of not doing so. • Children are aware of the issues of plagiarism, copyright and data protection in relation to their work. • Children select copyright free images and sounds from sources such as the Audio Networks and NEN image gallery. <p>E-Safety Communication & Collaboration</p> <ul style="list-style-type: none"> • www.thinkuknow.co.uk/5_7/leeandkim • Discuss issues when uploading to SeeSaw and other platforms. • Children know the SMART rules.

	<p>Unit 5: We are storytellers -producing a digital book.</p> <ul style="list-style-type: none"> • Use sound recording equipment to record sounds. • Develop skills in saving and storing on the computer. • Develop collaboration skills to work in a group. • Understand how a talking book differs from a paper-based book. • Talk about and reflect on their use of ICT. • Share recordings with an audience. <p>Unit 6: We are celebrating – creating a digital card.</p> <ul style="list-style-type: none"> • Develop basic keyboard skills, through typing and formatting text. • Develop basic mouse skills. • Use the web to find and select images. • Develop skills in storing and retrieving information. • Develop skills in combining text and images. • Discuss their work and think about whether it can be improved. <p>When word processing children should:</p> <ul style="list-style-type: none"> • be able to use various display features to communicate to an audience. • delete/insert and replace text to improve clarity and mood. • make corrections using a range of tools • develop confidence using both hands when typing • 		
<p>Year 2</p>	<p>IT Skills</p> <ul style="list-style-type: none"> • Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results. • Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all 	<p>Programming</p> <p>Unit 2.1 We are astronauts</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs. 	<p>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them</p> <p>Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.</p>

	<p>websites are not equally good sources of information</p> <ul style="list-style-type: none"> • Select appropriate software for the task/audience • evaluate and select suitable information and media from a range of electronic resources • organise, refine and present information for a specific audience • Discuss and evaluate the presentations and give reasons for the chosen styles and techniques <p><u>RISING START UNITS</u></p> <p>Unit 2.3 Digital Imagery – We are photographers</p> <p>Unit 2.4 We are researchers</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for support when they have concerns about content or contact on the internet or other online technologies. <p>Unit 2.5 We are detectives</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for support when they have concerns about content or contact on the internet or other online technologies. 	<p>Unit 2.2 We are games testers</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school <p>ADDITIONAL UNITS</p> <p>Scratch Jr Code-IT.co.uk</p> <p>Turn a story algorithm into a multiple scene story program</p> <p>LEGO WeDo The Hungry Alligator</p> <p>2.1 – Create a simple program using precise and unambiguous instructions</p> <p>2.2 – Understand how to debug a simple program</p> <p>2.3 – Predict the behaviour of a simple program through logical reasoning Solve a problem through predicting and debugging a simple program</p>	<p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p>
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