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|  | Multimedia and Word processing | Digital media | Programming2 forms/languages | Communication and Collaboration | Data | E-Safety |
| Year 1 | * Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free
* Select appropriate images
* Begin to select or record a sound to add to my work
* Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. *2create A Story*
* Use pre-defined layouts or templates for presentations
* Begin to explain reasons why choices have been made to teacher or talk partner
 | **Graphics*** Use a paint package to create a picture to communicate their ideas
* Explore shape, line and colour to communicate a specific idea
* Talk about their use of a paint package and their choice of tools
* Talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made)
* To print
* To save with help

**Music and Sound*** Recognise that an electronic keyboard can be used to select and control sounds
* Experiment with a range of devices which create and record sounds and musical phrases
* Understand that devices have stop, record and playback functions
* Explore a range of electronic music and sound devices including software and different peripherals
* Talk about their music when they share their recordings with the rest of the class
 | **Unit 1 : Bee Bots*** Explore a range of control toys and devices
* Follow instructions to move around a course
* Create a series instructions to move their peers around a course
* Explore outcomes when individual buttons are pressed on a robot
* Explore an on screen turtle ( or Bee BOT) navigate it around a course or grid
* Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras
* While navigating around a course on a computer predict what will happen once the next command is entered.
 | **Unit 2: Daisy Dino/Bee Bots (app)*** Discuss/explore what will happen when instructions are given in a sequence.
* Give a sequence of instructions to complete a simple task.
* Instructions use both movement commands and additional commands.
 | **Messaging*** Look at the different ways that messages can be sent, forums, letters, telephone, email, Stickies, text, instant messaging, walkie talkies
* Contribute ideas to a class email or respond to a message or forum on the learning platform
* Remember password to log into VLE

**Publishing: (Refer to Multimedia Unit)*** Contribute ideas to a class blog, forum or web page
* Use simple authoring tools to create their own content or homepage on the learning platform
* With support use sound recording tools to convey a simple message or introduction
* With support add pictures they have created onto the learning platform
* Talk about who can see pages on the learning platform and see their work at home ( out of school)
 | * Use ICT to Sort objects into groups according to a given criterion;
* Identify criteria for sorting objects on screen
* Use further criterion for grouping the same objects in different ways
* Understand that ICT can create and modify charts quickly and easily
* Use pictogram software to represent and interpret simple data
* Use a pictogram to create and help answer questions
 | **E-Safety - Online Exploration*** Children need help from their teacher or trusted adult before they go online.
* Children explore onscreen activities that mimic real life.
* Children talk about the differences between real and online experiences.

**E-Safety - Online Communication and E-Awareness*** Children understand that they can share information online, e.g. via email or the school learning platform.
* Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.

**E-Safety - Online research*** Use simple navigation skills to open a teacher selected website from a favourites link or shortcut.
* Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows.
* Start to evaluate web sites by giving opinions about preferred or most useful sites.
* Know how to return to the home page of a teacher directed website.
* Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult.

**E-Safety - Online Research*** Know that email is a method of sending and receiving messages through the Internet.
* Participate in the sending of class emails.
* Understand the need to keep passwords private.

**E-Safety E-Awareness*** Know that some information (full name, address, birthday etc…) is ‘special’ as it applies to them.
* Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher’s permission.
* Children discuss, understand and abide by the school’s e-Safety SMART Rules.
* For children to understand the importance of talking to a trusted adult about their online experiences.
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| Unit/Project | Statutory requirements/ key skills | Notes | Possible outcomes and activities |
| **Multimedia and word processing** | * Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free
* Select appropriate images
* Begin to select or record a sound to add to my work
* Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of e.g. *2create A Story*
* Use pre-defined layouts or templates for presentations
* Begin to explain reasons why choices have been made to teacher or talk partner
 | **2Create A Story** - is a simple story editor that includes pages and an area for pictures. Simple animations can then be chosen for the pictures.**2Simple Infant Video Toolkit – 2Publish** - has many templates to include a number of pictures and sentences.**Photostory 3** (as whole class) - combines photos into a slideshow and allows sound, voice commentary and titles to be added. | Make an electronic class book about different toys |
| **Music and Sound** | * Recognise that an electronic keyboard can be used to select and control sounds
* Experiment with a range of devices which create and record sounds and musical phrases
* Understand that devices have stop, record and playback functions
* Explore a range of electronic music and sound devices including software and different peripherals
* Talk about their music when they share their recordings with the rest of the class
 | Suggested Resources**EasiSpeak Microphone** - Simple microphones which allow recording of sounds**Sound Buttons on VLE** – In text box, click on insert media and then use the sound option. This will create a sound button on screen which can be played.**2 Simple Music Toolkit** - A range of music related programs for adding sounds, creating phrases etc...**2create a story - Multimedia software with sound recording** - <http://primarygamesarena.com/music> - Several simple to use music games | Recreate sounds of a fireworks display and record the sounds on an EasiSpeak or Sound button on Fronter. Share sound clips with class and explain how the different sounds were created. |
| **Graphics** | * Use a paint package to create a picture to communicate their ideas
* Explore shape, line and colour to communicate a specific idea
* Talk about their use of a paint package and their choice of tools
* Talk about the differences between a graphics package and paper based art activities (undo, changes quickly and easily made)
* To print
* To save with help
 | Suggested Resources**2simple infant video toolkit** – A range of 2Simple programs e.g. 2Paint – Simple paint program | Literacy- Draw pictures for a fairy tale |
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| **Programming Unit 1: Bee Bots** | * Explore a range of control toys and devices
* Follow instructions to move around a course
* Create a series instructions to move their peers around a course
* Explore outcomes when individual buttons are pressed on a robot
* Explore an on screen turtle ( or Bee BOT) navigate it around a course or grid
* Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras
* While navigating around a course on a computer predict what will happen once the next command is entered.
 | **Floor robot** – Use Bee-Bot or Pixie - Devices which allow for input of instructions.**Mats and obstacles** – There are mats with fixed distance which link to the Bee-Bots**2 Control NXT** – Simple program which allows the user to control sprites onscreen  | **Guide a floor robot to visit specific locations on a floor map related to another subject, recording the instructions.**Literacy- Use a floor robot as part of a story e.g. we’re going on a bear huntMaths- Use a floor robot to find numbers on a numberlineTopic- Use a floor robot to navigate, a map. |
| **Programming Unit 2: Daisy Dino/Bee Bots (app)** | * Discuss/explore what will happen when instructions are given in a sequence.
* Give a sequence of instructions to complete a simple task.
* Instructions use both movement commands and additional commands.
 | Daisy the Dinosaur is a free App on iTunes <https://itunes.apple.com/gb/app/daisy-the-dinosaur/id490514278?mt=8>Bee-Bot App is also free in iTunes <https://itunes.apple.com/gb/app/bee-bot/id500131639?mt=8>  | Create a sequence of instructions to meet one of the challenges. Debug (alter) until correct. |
| **Communication and Collaboration** | * **Messaging**
* Look at the different ways that messages can be sent, forums, letters, telephone, email, Stickies, text, instant messaging, walkie talkies
* Contribute ideas to a class email or respond to a message or forum on the learning platform
* Remember password to log into VLE
* **Publishing: (Refer to Multimedia Unit)**
* Contribute ideas to a class blog, forum or web page
* Use simple authoring tools to create their own content or homepage on the learning platform
* With support use sound recording tools to convey a simple message or introduction
* With support add pictures they have created onto the learning platform
* Talk about who can see pages on the learning platform and see their work at home ( out of school)
 | **VLE** –School’s online classroom where children’s work can be uploaded. Also has chat, vote, quiz and forum functions**Sound Button on VLE** - – In text box, click on insert media and then use the sound option. This will create a sound button on screen which can be played.**Microphones** - | Create a class Fronter page about the school trip. Record comments from the children.Add some forum questions for children to log on to their class Fronter page and answer the questions. |
| **Data** | * Use ICT to Sort objects into groups according to a given criterion;
* Identify criteria for sorting objects on screen
* Use further criterion for grouping the same objects in different ways
* Understand that ICT can create and modify charts quickly and easily
* Use pictogram software to represent and interpret simple data
* Use a pictogram to create and help answer questions
 | 2simple infant video toolkit – A range of programs such as 2Question which allows the creation of pictograms | Either as a class or individually, collect information. Use a pictogram to represent the information and answer simple questions about it.Maths – interpret a pictogramTopic/Science – collect and analyse amount of rain each day for a weekMaths – Use a branching database to sort regular 2D shapes. |

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| Unit/Project | Statutory requirements/ key skills | Notes | Possible outcomes and activities |
| **E-Safety****Online Exploration** | * Children need help from their teacher or trusted adult before they go online.
* Children explore onscreen activities that mimic real life.
* Children talk about the differences between real and online experiences.
 | Access online resources, e.g.;ICT Games[Cbeebies games](http://www.bbc.co.uk/cbeebies/games/) Fronter | This could be taught as a separate Life Skills lesson or as part of another ICT lesson.Refer to the E-SMART rules. |
| **E-Safety****Online Communication and E-Awareness** | * Children understand that they can share information online, e.g. via email or the school learning platform.
* Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.
 | Fronter – use of Stickies as a whole classSMART – Messages should always be polite. | This could be taught as a separate Life Skills lesson or as part of another ICT lesson.Refer to the E-SMART rules. |
| **E-Safety****Online Research** | * Use simple navigation skills to open a teacher selected website from a favourites link or shortcut.
* Make choices by clicking on buttons in a webpage and navigate between pages by using the forward and back arrows.
* Start to evaluate web sites by giving opinions about preferred or most useful sites.
* Know how to return to the home page of a teacher directed website.
* Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult.
 | Variety of websites, suitable for online research and exploration, e.g.ICT Games[Cbeebies games](http://www.bbc.co.uk/cbeebies/games/) [V & A Museum of Childhood](http://www.vam.ac.uk/moc/kids/index.html)FronterSMART Rule – Tell someone if you see something that makes you feel uncomfortable | This could be taught as a separate Life Skills lesson or as part of another ICT lesson.Refer to the E-SMART rules. |
| **Communication & Collaboration** | * Know that email is a method of sending and receiving messages through the Internet.
* Participate in the sending of class emails.
* Understand the need to keep passwords private.
 | FauxPaw video from [iKeepSafe.org](http://www.ikeepsafe.org/iksc_kids/)CEOP Thinkuknow resources, based on Hector’s World [www.thinkuknow.co.uk/5\_7/](http://www.thinkuknow.co.uk/5_7/) (lessons 1 – 5)School email system or FronterSMART Rule – Only send and read MESSAGES with people you know.SMART Rule- Keep passwords and other personal information SAFE | This could be taught as a separate Life Skills lesson or as part of another ICT lesson.Refer to the E-SMART rules. |
| **E-Awareness** | * Know that some information (full name, address, birthday etc…) is ‘special’ as it applies to them.
* Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher’s permission.
* Children discuss, understand and abide by the school’s e-Safety SMART Rules.
* For children to understand the importance of talking to a trusted adult about their online experiences.
 | CEOP Thinkuknow resources, based on Hector’s World; [www.thinkuknow.co.uk/5\_7/](http://www.thinkuknow.co.uk/5_7/)  lesson 1 – personal information is special lesson 2 – not everyone is trustworthy lesson 3 – assessing trustworthiness lesson 4 – being alert to unsafe situations lesson 5 – check with an adultDongle Stay Safe quiz from [CBBC Staysafe](http://www.bbc.co.uk/cbbc/help/web/staysafe) (Has a cartoon about safe surfing which stops with questions throughout. It uses most of the same SMART Rules)School’s Poster ‘Being SMART Online Rules’SMART Rule – Keep passwords and other special information SAFESMART Rules – TELL someone if you see something that makes you feel uncomfortable. | This could be taught as a separate Life Skills lesson or as part of another ICT lesson.Refer to the E-SMART rules. |