



Information Technology							
	Foundation	Y1	Y2	Y3	Y4	Y5	Y6
Procedural knowledge		Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
				Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,

				evaluating and presenting data and information.	presenting data and information.	evaluating and presenting data and information.	evaluating and presenting data an
Conceptual knowledge		Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a

		<p>access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</p>	<p>Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.</p>	<p>search engine such as Purple Mash search or internet-wide search engines.</p> <p>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</p>	<p>information at a basic level.</p> <p>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</p>	<p>the information it contains.</p> <p>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use</p>	<p>range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.</p> <p>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements,</p>
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						several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	making some refinements.
Vocabulary (Vocabulary definitions can be found on T:\Curriculum\Computing\Vocabulary)		1.2 -Grouping and sorting Sort and criteria. 1.3 Pictograms Pictogram, data, collate. 1.6 animated story books Animation, E-book, font, file, sound effect, display board. 1.8 spreadsheets Arrow keys, backspace key, cursor, columns, cells, clipart, count tool, delete key, image toolbox, lock tool, spreadsheet, speak tool, rows, move cell tool.	2.3- spreadsheets Backspace key, copy and paste, columns, cells, count tool, delete key, equals tool, image toolbox, lock tool, move cell tool, rows, speak tool, spreadsheet. 2.4 Questioning Pictogram question, data, collate, binary tree, avatar, database. 2.5 Effective searching Internet, search, search engine. 2.6 Creating pictures Impression, palette, pointillism, share,	3.3 Spreadsheets Copy and paste, columns, cells, delete key, equals tool, spin tool, move cell tool, rows, advance mode, spreadsheet. 3.4 Touch typing Posture, top row keys, home row keys, bottom row keys, space bar. 3.6 Branching databases Branching database, data, database, question. 3.7 Simulations Simulation 3.8 Graphing Graph, field, data, bar chart, block	4.3 Spreadsheets Average, advance mode, copy and paste, columns, cells, charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer. 4.4 writing for different audiences Font, bold, italic, underline. 4.6 Animation Animation, background, frame, flipbook, Onion skinning, stop motion, play, sound, video clip.	5.3 Spreadsheets Average, advance mode, copy and paste, columns, cells, charts, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer. 5.4 Databases Avatar, Binary tree, charts, collaborative, data, database, find, record, table, sort, group and arrange, statistics and reports, table. 5.5 Game creator Animation, computer game,	6.3 spreadsheets Average, advance mode, copy and paste, columns, cells, charts, count, dice, equals tool, formula, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet, timer. 6.5 Text adventures Text based adventure, concept map, debug, sprite, function. 6.9 Microsoft excel Alignment, calculate, cell, cell reference, chart, column, formula, function, range, row,

			<p>surrealism, template.</p> <p>2.7 Making music BPM, composition, digitally, instrument, music, sound effects, soundtrack, tempo, volume.</p> <p>2.8 presenting ideas Concept map, quiz, presentation, node, animated, non fiction, narrative, audience</p>	<p>graph, line graph.</p> <p>3.9 Microsoft powerpoint Animation, audio, design templates, entrance animation, font, media, presentation, presentation program, slide, slideshow, stock image, text box, text formatting, transition.</p>	<p>4.8 Hardware investigators Motherboard, CPU, RAM, Graphics card, Network card, Monitor, Speakers, keyboard and mouse.</p>		<p>spreadsheet, style, sum, value, workbook, text wrapping.</p>
POSSIBLE END POINTS		<p>Link to maths to create a sorting quiz for chdn to complete and then save into their file.</p>	<p>Link to topic and create a database to present ideas and research for others to use.</p>	<p>Create a quiz or game using branching database for other chdn to try. Could be based on current topic.</p>	<p>Create a spreadsheet linked with maths to present data collected around class topic.</p>	<p>Create their own program to meet a design brief using 2Code.</p>	<p>Create digital content for a specific audience. Consider topic and purpose of design. Could also be linked to literacy.</p>
SMSC/GLOBAL GOALS/ BRITISH V./COMMUNITY		<p>Spiritual and social development</p> 	<p>Spiritual and social development</p> 	<p>Spiritual and social development</p> 	<p>Spiritual and social development</p> 	<p>Spiritual and social development</p> 	<p>Spiritual and social development</p> 

LINKS

<p>British values</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>	<p>British values</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>	<p>British values</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>	<p>British values</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>	<p>British values</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>	<p>British values</p> <p>encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p>
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