



ICT Skills Progression

Year 1/2 Skills	<ul style="list-style-type: none"> ▪ Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ▪ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. ▪ 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. 		
	E-Safety	Programming	Data
Possible Projects	<ul style="list-style-type: none"> ▪ Make presentations sharing information on Dojo 	<ul style="list-style-type: none"> ▪ Help a character complete a journey (Hour of Code) ▪ Create a shape on textease turtle 	<ul style="list-style-type: none"> ▪ Create and interpret simple graphs about favorite animals
Unit Skills	<ul style="list-style-type: none"> ▪ Know what personal information is and how to keep personal information safe. ▪ Use technology respectfully. ▪ Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help. ▪ Begin to understand that not everything on the internet is true 	<ul style="list-style-type: none"> ▪ Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program. ▪ Make predictions and describe the effects when creating programs and controlling devices. ▪ Understand that prediction, trial and error are important considerations when creating programs or controlling movement. 	<ul style="list-style-type: none"> • Develop classification skills by carrying out sorting activities • Use simple graphing software to produce pictograms and other basic tables, charts or graphs. • Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart. • Interpret the graphs, discuss the information contained and answer simple questions.

	<ul style="list-style-type: none"> ▪ Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen. ▪ Know that they should not ask to meet anybody from the online world in the offline world. ▪ Know and abide by the school's rules for keeping safe online (age appropriate). ▪ Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies. 	<ul style="list-style-type: none"> ▪ Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods. ▪ Identify errors in instructions and understand what debugging is and begin to understand that you can develop strategies to help find bugs. 	<ul style="list-style-type: none"> • Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game. • Develop an understanding of what data logging can be used for (Science).
<p>Resources</p>	<p>Smartie the penguin 'think you know' Jessie and Friends Story books <i>'trolls stink'</i> & <i>'Webster's mail'</i> etc Saferinternet.org</p>	<p>Textease Turtle, Hour of code, Beebots app and toy, light bots, cargo bots, Scratch jnr</p>	<p>J2e data Textease- database or spreadsheet</p>

Vocabulary	Personal information, password, private, screen time, technology, age appropriate	Algorithm, debugging, sequence, program, predications	Datebase Spreadsheet Pictogram, tally chart, bar chart
-------------------	-----------------------------------------------------------------------------------	-------------------------------------------------------	--------------------------------------------------------------

Year 1/2 Skills	<ul style="list-style-type: none"> ▪ Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ▪ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. ▪ 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. 		
	Media	Impact of Technology	Essential Skills/ Skills catch up
Possible Projects	<ul style="list-style-type: none"> ▪ Create a presentation linked to curriculum 	<ul style="list-style-type: none"> ▪ Watch simulations on plant growth 	Create e-safety posters/presentations using these essential skills
Unit Skills	<ul style="list-style-type: none"> ▪ Create a sequence of images to form a short animation. ▪ Change the content of a project for a specific audience ▪ Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets ▪ Use software to explore and create sound and musical phrases for a 	<ul style="list-style-type: none"> ▪ Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants and pets. ▪ Make informed choices when exploring what happens in a simulation. ▪ Discuss use of simulations and compare with reality, e.g. a simulation of a science experiment. <p>Talk about the rules found in simulations</p> <ul style="list-style-type: none"> ▪ Understand that computer simulations can represent real and virtual environments. ▪ Understand that computer simulations allow the user to explore options and 	<p>On a range of devices:</p> <ul style="list-style-type: none"> - Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys). - Add captions to photos and graphics. - Select text appropriately e.g. highlighting or clicking text to select. - Make simple changes to text e.g. colour, style and size. - Select text from word lists (if necessary). - Select appropriate images to add to work. - Word process short texts directly onto the computer (i.e. do not just copy up handwritten work). - Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work. <ul style="list-style-type: none"> ▪ Save and store work in an appropriate area, and be able to print, retrieve and amend it.

	<p>purpose.</p> <ul style="list-style-type: none">▪ Use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere▪ Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser..▪ Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult..▪ Contribute to a blog, journal or forum on the school's Dojo	<p>make choices, recognising that different decisions produce different outcomes.</p>	<ul style="list-style-type: none">▪ Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps.▪ Begin to make changes to images e.g. cropping using basic tools in image manipulation software.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources	Powerpoint, Clips, Imovie, Textease Studio, Word, Garage band, Class Dojo	BBC clips Duck game https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html forces and motion simulator https://phet.colorado.edu/sims/html/energy-skate-park-basics/latest/energy-skate-park-basics_en.html skate park simulation	https://www.dancemattypingguide.com/dance-mat-typing-level-1/ typing game
Vocabulary	Animation, editing, presentation, blog,	Simulator, simulations, variables, comparing, rules, outcomes	