



Year group	Yearly Objectives	Progression / curriculum coverage / approach to objectives
Year 1	<p><u>Algorithms and programming</u> I can create a series of instructions. I can plan a journey for a programmable toy.</p> <p><u>Information Technology</u> I can create digital content. I can store digital content. I can retrieve digital content. I can use a web site. I can use a camera. I can record sound and play back.</p> <p><u>Digital Literacy</u> I can use technology safely. I can keep personal information private.</p>	<ul style="list-style-type: none">• Algorithms and programming objectives taught predominantly through Espresso Coding (using online lesson plans).• Kodable (iPad app) – Creating a series of instructions, planning a journey for a programmable toy.• Bee Bot and Bee Bot app (iPad) – Planning a journey for a programmable toy. Make a grid/plan of the school – direct beetbot or roamer around it• Daisy The Dinosaur (iPad) – Creating a series of instructions. • Use of websites throughout the curriculum• Use of Ipad cameras• Use of Book creator for recording sound and playing back.• Research Lowry/Queen Victoria using internet• Find and store images/text• IWB watch footage of shuttle launching/landing• Locate United Kingdom, Manchester, Oldham, Delph, Denshaw Road, school – using Google Earth• Use internet and CD Rom to obtain geographical information• Find and store images/text• Find out facts about Antarctica and Kenya using the internet• Make a film about an animal from a hot and cold country• Type out name and address for letters

		<ul style="list-style-type: none"> • E-safety - linked to fantasy character • E-safety – Digi Duck story and Smartie the Penguin Story
<p>Year 2</p>	<p><u>Algorithms and programming</u> I can use a range of instructions (e.g. direction, angles, turns). I can test and amend a range of instructions. I can find errors and amend (debug). I can write a simple program and test it. I can predict what the outcome of a simple program will be (logical reasoning). I understand that algorithms are used on digital devices. I understand that programs require precise instructions.</p> <p><u>Information Technology</u> I can organise digital content. I can retrieve and manipulate digital content. I can navigate the web to complete simple searches.</p> <p><u>Digital Literacy</u> I use technology respectfully. I know where to go for help if I am concerned. I know how technology is used in school and outside of school.</p>	<ul style="list-style-type: none"> • Algorithms and programming taught predominantly through Espresso Coding (using online lesson plans). • Hopscotch (iPad) • Tynker (iPad) – writing simple programs, finding errors and debugging • A.L.E.X. (iPad) – using a range of instructions • Book Creator – organising digital content. • Comic Life – retrieve and manipulate digital content • Hector's World E-safety cartoon • SMART rules • <u>Other things</u> • Explorer Animations (Lego Movie Maker) • News Reports on iMovie • Explorer Animations (Stop motion, using cameras) • Audacity (Recording news reports) • Interactive diary on GFOL or Guy Fawkes (Book Creator) • Coding apps (Tynker and Kodable) • Daisy the Dinosaur (iPad) • Book Creator (iPad) • Digital Literacy (e-safety) - Using technology beyond school • Puppet Pals (making an interactive animation about Shakespeare) • Tiny Tap (create own games about landmarks in the UK) • Take pictures of local environment – organise and store content • Tiny Tap (iPad) making games related to new life topic e.g. match babies to adults. • Book creator to create interactive animal fact files • Use Espresso Coding to make own Superhero app • Create superhero movie trailer on iMovie (iPad) <p>Need to do more on navigating the web for simple searches.</p>

<p>Year 3</p>	<p><u>Algorithms and programming</u> I can design a sequence of instruction, including directional instructions. I can write programs that accomplish specific goals. I can work with various forms of input. I can work with various forms of output. <u>Information Technology</u> I can use a range of software for similar purposes. I can collect information. I can design and create content. I can present information. I can search for information on the web in different ways. I can manipulate and improve digital images. <u>Digital Literacy</u> I use technology respectfully and responsibly. I know different ways I can get help if I am concerned. I understand what computer networks do and how they provide multiple services. I can discern where it is best to use technology and where it adds little or no value.</p>	<ul style="list-style-type: none"> Algorithms and programming taught predominantly through Espresso Coding (using online lesson plans). Scratch Level one (games 1, 2, and 3) Data collection, recurring patterns and design. Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration and describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely Select, use and combine a variety of software including internet services. Including collecting, analysing, evaluating data and information. Cross curricular with English and information texts. Kara, Winston and the SMART crew – Esafety video and rules
<p>Year 4</p>	<p><u>Algorithms and programming</u> I can experiment with variables to control models. I can give an on-screen robot specific instructions that takes them from A to B. I can make an accurate prediction and explain why I believe something will happen (linked to programming). I can de-bug a program. <u>Information Technology</u> I can select and use software to accomplish given goals. I can collect and present data. I can produce and upload a pod cast. <u>Digital Literacy</u> I recognise acceptable and unacceptable behaviour using technology.</p>	<ul style="list-style-type: none"> Algorithms and programming taught predominantly through Espresso Coding (using online lesson plans). Scratch Level 2 (Games 4,5 and 6) SMART rules for e-safety

<p>Year 5</p>	<p><u>Algorithms and programming</u> I can combine sequences of instructions and procedures to turn devices on and off. I can use technology to control an external device. I can design algorithms that use repetition & 2-way selection.</p> <p><u>Information Technology</u> I can analyse information. I can evaluate information. I understand how search results are selected and ranked. I can edit a film.</p> <p><u>Digital Literacy</u> I understand that you have to make choices when using technology and that not everything is true and/or safe.</p>	<ul style="list-style-type: none"> Algorithms and programming taught predominantly through Espresso Coding (using online lesson plans). Scratch Level 3 (Games 7,8 and 9) Internet searching, using search engines effectively. Digital editing using different software to make their own Pop Art – making their own pieces on an Ipad like Hockney. Using green screen to create and edit a film Stop motion animation. SMART rules for e-safety
<p>Year 6</p>	<p><u>Algorithms and programming</u> I can design a solution by breaking a problem up. I recognise that different solutions can exist for the same problem. I can use logical reasoning to detect errors in algorithms. I can use selection in programs. I can work with variables. I can explain how an algorithm works I can explore 'what if' questions by planning different scenarios for controlled devices.</p> <p><u>Information Technology</u> I can select, use and combine software on a range of digital devices. I can use a range of technology for a specific project.</p> <p><u>Digital Literacy</u> I can discuss the risks of online use of technology. I can identify how to minimise risks.</p>	<ul style="list-style-type: none"> Algorithms and programming taught predominantly through Espresso Coding (using online lesson plans). Scratch or Touch Develop or Code.org Linked to D & T, CAD program to create 3D / animated designs from 2D plans (eg, Architect Studio 3D) systems that collect, analyse, evaluate and present data – use environmental sensors linked to computers Use search technologies effectively Using spreadsheets to analyse questionnaire responses, generating tables and charts (Textease) Powerpoint/Prezi presentations Use of school twitter account [class blog] SMART rules for e-safety Be discerning in evaluating digital content; e-safety, thinkuknow, etc
<p>Comments / issues to address: Please see separate document that I created at the beginning of the year as well.</p>		