

ICT – on one page				
	Class 1	Class 2	Class 3	Class 4
Autumn 1	E-Safety ACE Bronze Level	E-safety ACE Bronze Level	E-safety ACE Silver Level	E-safety ACE Gold Level
Autumn 2	Programming Lightbot (web based)	Programming Lightbot (web based)	Programming Scratch tinkering (scratch based game)	Programming Making a Game (scratch based)
Spring 1	Programming 2Go (Program should be on laptops) 2go cards Beebots (devices) Beebot cards	Programming Flappy Bird ” (Blocks based game)	Programming Desert Race (Code Club scratch based game) All Scratch projects can be downloaded here	Programming Paint box (scratch based) All Scratch projects can be downloaded here
Spring 2	Digital Literacy Create An Image MS Paint Word Processing MS Word	Digital Literacy Keyboard Map MS Word Make A Poster MS Word	Digital Literacy Databases With cards MS Word Touch Typing Typingclub.com (web based touch typing)	Digital Literacy Touch Typing Typingclub.com (web based touch typing)
Summer 1	Digital Literacy Film making	Digital Literacy Film making Stop Motion Pro / IcanAnimate Videopad Video Editor	Digital Literacy Film making Stop Motion Pro / IcanAnimate Videopad Video Editor	Digital Literacy Film Making Stop Motion Pro 4 / ICan Animate Videopad Video Editor
Summer 2	Understanding Technology Stages of Testing	Understanding Technology Computer Science primer (Resources) Computational Thinking (Resources)	Understanding Technology Minimal Spanning Trees Routing and Deadlock Image Representation	Understanding Technology Intelligent paper Lines

Link to Hour of Code [here](#)

Link to the ICT service [here](#)

Cambridgeshire Progression in Computing Capability

	Understanding Technology	Programming	Digital Literacy	E-Safety
Year 1	<p>Pupils recognise and can give examples of common uses of information technology they encounter in their daily routine.</p>	<p>Pupils create, debug and implement instruction (simple algorithms) as programs on a range of digital devices.</p> <p>Pupils understand that digital devices follow precise and unambiguous instructions.</p> <p>Pupils understand that digital devices simulate real situations.</p>	<p>Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text.</p> <p>With appropriate levels of support, pupils collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate.</p> <p>They can present and communicate their learning to others in a variety of ways.</p>	<p>Pupils understand that information about themselves may be personal and they can choose who to share it with.</p> <p>With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world.</p> <p>They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world.</p> <p>Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.</p>
Year 2	<p>Pupils recognise common uses of information technology beyond school, including those which they don't frequently encounter in their daily routine.</p> <p>Pupils understand that computers are not intelligent but can appear to be when following algorithms. They can share examples of this.</p>	<p>Pupils understand that algorithms are implemented as programs on digital devices.</p> <p>Pupils create and debug programs to achieve specific goals.</p> <p>Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs.</p> <p>Pupils solve real and imaginary problems on and off screen.</p>	<p>With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve specific goals.</p>	<p>They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world.</p> <p>Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.</p>
Year 3	<p>Pupils develop an understanding of how computers can be linked to form a local network such as those found in schools.</p> <p>Pupils recognise and describe some of the services offered by the Internet, especially those used for communication and collaboration.</p> <p><i>Continued in Y4 section (overleaf):</i></p>	<p>Pupils create programs to accomplish specific goals:</p> <ul style="list-style-type: none"> - using an increasing range of digital devices and applications. - exploring and understanding the impact of changing instructions. - using sequence and repetition - decomposing problems both on and off screen - using the principles of logical reasoning in order to resolve problems. 	<p>Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of digital content they access and create, using an increasing range of digital resources and devices</p> <p>Pupils identify, collect and manipulate different types of data (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as information, showing a greater awareness of purpose and audience.</p> <p><i>Continued in Y4 section (overleaf):</i></p>	<p>Pupils, review their online activity, including maintaining amending online profiles, communication channels and publishing spaces to ensure they do not inadvertently reveal personal details.</p> <p>Pupils show respect for content created by others by acknowledging sources, commenting respectfully and responsibly on other people's work and respecting privacy. They are discriminating about what they share and whether any permission is needed to do so.</p> <p><i>Continued in Y4 section (overleaf):</i></p>

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Year 4	<p><i>Continued from Y3 section (overleaf):</i></p> <p>Pupils understand the role of web browsers when viewing web pages and can explain how individual web pages can be found (either from searches or from individual, unique addresses).</p> <p>Pupils understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this.</p>	<p>Pupils create and debug programs.</p> <p>They can:</p> <ul style="list-style-type: none"> - use sequence and repetition. - refine algorithms to improve efficiency - control or simulate physical systems <p>Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create and debug programs efficiently.</p>	<p><i>Continued from Y3 section (overleaf):</i></p> <p>Pupils become more discerning in their choice of search technology to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully.</p>	<p><i>Continued from Y3 section (overleaf):</i></p> <p>Pupils can identify a range of potential online risks including inappropriate contact or content and can identify ways of seeking support and reporting concerns. They exercise caution when receiving attachments and following web links contained in messages.</p>
Year 5	<p>Pupils understand and can explain how computer networks work, and know that the Internet is a collection of computers connected together.</p> <p>They recognise that there is a difference between the Internet and the World Wide Web and know that the web is just one of the services offered by the Internet (as well as, e.g. email and VoIP services such as Skype)</p> <p>Pupils appreciate how search results are ranked, including an understanding of the role of 'relevance' and 'importance' in finding and presenting results.</p>	<p>Pupils create, deconstruct and refine programs to accomplish specific goals.</p> <p>They can:</p> <ul style="list-style-type: none"> - improve efficiency - use selection within programs - use a range of simple inputs and outputs to control or simulate physical systems. <p>Pupils use logical reasoning to explain how some algorithms work and to detect and correct errors in programs. They independently employ strategies to solve problems.</p>	<p>Pupils are confident, capable and creative users of technology, selecting and making effective use of digital resources and devices for purpose and effect. They create programs, systems and digital content, thinking carefully about aesthetics, functionality and impact on the user.</p> <p>They identify, collect and analyse different types of data (e.g. Numerical, words, images, video etc.) which they manipulate and re-present as information for a variety of audiences and purposes.</p> <p>Pupils are discerning in evaluating digital content. They use search technologies effectively to respond to enquiries and support their learning.</p>	<p>Pupils continue to maintain, review and amend online identities, considering the potential impact of these on their digital footprint. They communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed.</p> <p>They engage in an increasing range of online communities safely, respectfully and responsibly both with friends and the wider online community. With adult support, they actively consider and use safety and security settings on a range of digital devices.</p>
Year 6		<p>Pupils deconstruct, improve and create programs including:</p> <ul style="list-style-type: none"> - using selection and working with variables. - using the principles of logical reasoning - challenging themselves by making simple programs increasingly complex and employ a variety of strategies to solve problems. <p>Pupils can explain why they have structured algorithms as they have and describe the effect this has on a program.</p>		<p>When using online resources and search technologies, pupils are increasingly discerning about what information they gather, checking the validity of data and showing due respect to privacy and copyright.</p> <p>Pupils can recognise a range of potential online risks, including inappropriate contact or content and can identify ways of seeking support and reporting concerns.</p>