

## Objectives:

	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
<b>Digital Literacy:</b>	<ul style="list-style-type: none"> <li><b>lct1</b> Explore digital resources by using hyperlinks and simple menus</li> <li><b>lct2</b> Use the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locations</li> <li><b>lct3</b> Collect, sort, record and represent information to inform investigations and designs</li> <li><b>lct4</b> Draw conclusions from data collected</li> <li><b>lct5</b> Identify common uses of information technology beyond school</li> <li><b>lct7</b> Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content</li> <li><b>lct8</b> Try alternatives using a range of tools and techniques to alter text, images and sounds</li> <li><b>lct9</b> Combine written text with graphics, tables, sound and images and present work appropriately</li> <li><b>lct10</b> Use ICT to communicate with unknown audiences</li> <li><b>lct12</b> Plan, discuss and review work developed using ICT in order to improve it</li> </ul>	<ul style="list-style-type: none"> <li><b>lct15</b> Use ICT to explore a range of number patterns and models including changing values and asking "what if?" questions</li> <li><b>lct16</b> Use ICT to explore alternative ideas in order to refine and improve outcomes and performances</li> <li><b>lct17</b> Explore alternative approaches to develop and refine work</li> <li><b>lct18</b> Save and use stored information to follow lines of enquiry</li> <li><b>lct19</b> Identify how ICT can be used to collect and structure information, including the use of surveys, so that it can be searched and analysed</li> <li><b>lct20</b> Identify the opportunities computer networks offer for communication and collaboration</li> <li><b>lct21</b> Verify the accuracy and reliability of the information found, distinguishing between fact and opinion</li> <li><b>lct22</b> Use key words to search for and select appropriate information from the internet and other digital sources</li> <li><b>lct23</b> Capture, record and analyse data using sensors in order to support observations and investigations</li> <li><b>lct24</b> Refine sequences of instructions to control events or make things happen using ICT</li> <li><b>lct25</b> Use a variety of ICT tools to create, refine and present work in a variety of ways</li> <li><b>lct26</b> Use ICT to exchange ideas and collaborate with others remotely</li> <li><b>lct28</b> Use features of layout, presentation and organisation in print and on screen</li> <li><b>lct29</b> Use editing skills for visual effects</li> </ul>	<ul style="list-style-type: none"> <li><b>lct30</b> Use ICT to explore and develop simple models by changing variables and simple formulae</li> <li><b>lct31</b> Use ICT to create and refine sequences of instructions to explore problems and make controllable systems</li> <li><b>lct32</b> Answer questions by using ICT to identify, collect, store, analyse and present information</li> <li><b>lct33</b> Verify the accuracy and reliability of the information found online, detect bias and distinguish evidence from opinion</li> <li><b>lct34</b> Analyse, describe and discuss the effectiveness of their work with ICT</li> <li><b>lct35</b> Identify a range of ways to report concerns and inappropriate behaviour</li> <li><b>lct36</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><b>lct37</b> Represent data from analysis in appropriate ways, including the use of graphs</li> <li><b>lct38</b> Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes</li> <li><b>lct39</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li><b>lct40</b> Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication</li> <li><b>lct41</b> Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions</li> </ul>			
<b>E-Safety</b>	<ul style="list-style-type: none"> <li><b>lct11</b> Use strategies to stay safe when using ICT and the internet</li> <li><b>lct13</b> Use technology safely and respectfully, keeping personal information private</li> <li><b>lct14</b> Identify when and where to go for help and support when they have concerns about material on the internet</li> </ul>	<ul style="list-style-type: none"> <li><b>lct27</b> Use ICT safely and appreciate the need to keep electronic data secure</li> </ul>	<ul style="list-style-type: none"> <li><b>lct42</b> Use ICT safely, respectfully and responsibly, managing risk and showing awareness of other users</li> </ul>			

National curriculum objectives for Key Stage 1		Year 1 (Broken down by lesson excluding reflection lesson)					Year 2 (Broken down by lesson excluding reflection lesson)				
Coding	Understand what algorithms are	X	X	X	X	X	X		X	X	X
	Understand how algorithms are implemented on digital devices			X	X	X		X	X	X	
	Understand that programs execute by following precise and unambiguous instructions			X	X	X		X	X	X	
	Create simple programs			X	X	X		X	X	X	
	Debug simple programs			X	X	X				X	
	Use logical reasoning to predict the behaviour of simple programs			X	X	X		X	X		X

National curriculum objectives for Key Stage 2		Year 3 (Broken down by lesson)			Year 4 (Broken down by lesson)			Year 5 (Broken down by lesson)			Year 6 (Broken down by lesson)		
Coding	Design programs that accomplish specific goals			X			X		X	X			X
	Write programs that accomplish specific goals		X	X		X	X	X	X	X	X	X	X
	Debug programs that accomplish specific goals				X		X	X	X	X	X	X	X
	Control or simulate physical systems							X	X	X	X		
	Solve problems by decomposing them into smaller parts	X	X	X	X	X	X	X		X	X	X	X
	Use sequence in programs;		X	X	X				X	X	X	X	X
	Use selection in programs;		X	X	X		X	X	X	X	X	X	X
	Use repetition in programs		X	X	X				X	X	X	X	X
	Work with variables								X	X		X	X
	Work with various forms of input and output		X	X	X				X		X		X
	Use logical reasoning to explain how some simple algorithms work	X	X	X	X	X	X	X			X	X	X
Detect and correct errors in algorithms and programs	X	X	X	X		X	X	X	X	X	X	X	

## Digital Literacy Key Skills

Pink= must be done on computer	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programmes and applications that children must have exposure to:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sketches app</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Microsoft Word</li> <li><input type="checkbox"/> Sketches app</li> <li><input type="checkbox"/> Google SafeSearch kids</li> <li><input type="checkbox"/> SeeSaw</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Microsoft Word</li> <li><input type="checkbox"/> Sketches app</li> <li><input type="checkbox"/> Google SafeSearch kids</li> <li><input type="checkbox"/> Microsoft Powerpoint</li> <li><input type="checkbox"/> SeeSaw</li> <li><input type="checkbox"/> PicCollage</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Microsoft Word</li> <li><input type="checkbox"/> Google SafeSearch kids</li> <li><input type="checkbox"/> Microsoft Powerpoint</li> <li><input type="checkbox"/> SeeSaw</li> <li><input type="checkbox"/> PicCollage</li> <li><input type="checkbox"/> Microsoft outlook</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Microsoft word</li> <li><input type="checkbox"/> Microsoft publisher</li> <li><input type="checkbox"/> Microsoft Powerpoint</li> <li><input type="checkbox"/> SeeSaw</li> <li><input type="checkbox"/> Microsoft Outlook</li> <li><input type="checkbox"/> Google SafeSearch kids</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sway</li> <li><input type="checkbox"/> forms</li> <li><input type="checkbox"/> excel</li> <li><input type="checkbox"/> SeeSaw</li> <li><input type="checkbox"/> word</li> <li><input type="checkbox"/> publisher</li> <li><input type="checkbox"/> Powerpoint</li> <li><input type="checkbox"/> Outlook</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sway</li> <li><input type="checkbox"/> forms</li> <li><input type="checkbox"/> excel</li> <li><input type="checkbox"/> SeeSaw</li> <li><input type="checkbox"/> word</li> <li><input type="checkbox"/> publisher</li> <li><input type="checkbox"/> Powerpoint</li> <li><input type="checkbox"/> Outlook</li> </ul>
Functional skills (Text/ storing information)	<p>I can switch on and shutdown a computer.</p> <p>I can move the cursor and click using a trackpad or mouse.</p> <p>I know where to place my hands on a keyboard and how to type my name.</p>	<p>I can launch an application and manipulate windows.</p> <p>I can type in my username and password with some support (with correct hand placement).</p> <p>I can purposefully use the backspace button and enter button.</p>	<p>I can save and retrieve a file.</p> <p>I can independently type in my username and password (with correct hand placement).</p>	<p>I can turn the volume up and down on a computer.</p> <p>I can create and find folders to save and retrieve my work.</p> <p>I know the purpose and can use a right and left click.</p>	<p>I can find and know the use of many core applications on the computer (e.g. calculator, internet explorer, Microsoft programmes, outlook)</p>	<p>I can identify physical parts of a computer and what they do e.g. usb drives)</p>	
Creativity (Digital Images- photos, paint)	<p>I can use a digital application (e.g. sketches app) to paint with different colours.</p> <p>I can use a digital application (e.g. sketches app) to create shapes.</p>	<p>I can make a title bold, underlined and change the colour (format the font).</p> <p>I can use a digital application (e.g. sketches app) to paint with different brushes.</p>	<p>I can insert and format an image (know how to wrap text for easy movement).</p> <p>I can use the camera to take safe photos.</p> <p>I can highlight text in a word document.</p>	<p>I can create a document to suit an audience and add appropriate images and designs.</p> <p>I can use an application to make a poster.</p>	<p>I can group objects on a document.</p> <p>I can add animations and transitions to a powerpoint.</p>	<p>I can use gradients within colour choices.</p> <p>I can use format painter to copy formatting.</p>	
Electronic Communication		<p>I know that my teacher can send emails to communicate with people around the world.</p>	<p>I can post positive comments and responses on SeeSaw</p>	<p>I know the purpose of key features on email outlook (e.g. To:, CC:, Subject)</p>	<p>I can send and receive an email to someone within our school network.</p>	<p>I can send and receive an email to someone around the world.</p>	<p>I can use video calling.</p>
Finding and selecting information (The internet)		<p>I know the internet is used to find out information.</p>	<p>I can type key words into a child friendly search box to produce the best and safest results.</p> <p>I can follow links and QR codes to another web page.</p>	<p>I can identify how word order affects search results.</p> <p>I can find appropriate images on the internet and copy them onto a document</p>	<p>I can save webpages to my favourites on a computer and iPad</p> <p>I can use the tools on image searches to select a large image.</p>	<p>I can create hyperlinks within a word document.</p>	<p>I can use advanced search codes to find specific information quickly.</p>
Presenting information (Word documents, excel, presentation, sway)		<p>I can create a title at the top of a word document.</p> <p>I can drag an object (e.g a picture) in a file from one location to another.</p> <p>I know how to undo something on word documents.</p>	<p>I know how to add new slides and organise ideas on a presentation.</p> <p>I can use bullets and numbering.</p> <p>I know that when a word is underlined in red there is a spelling error and how to edit this.</p>	<p>I can align text.</p> <p>I can use the spellcheck tool.</p> <p>I can insert and format text boxes.</p> <p>I can change the orientation of a word document.</p> <p>I can use shift for single capital letters.</p>	<p>I can insert a table on Microsoft word and format this using the 'layout' function.</p> <p>I can use &lt;ctrl V&gt; and &lt;ctrl C&gt; to copy and paste and &lt;ctrl f&gt; to find.</p>	<p>I know I can use = to create an equation on excel.</p> <p>I can present information in a Sway</p>	<p>I can use excel to count multiple amounts using SUM OF</p>

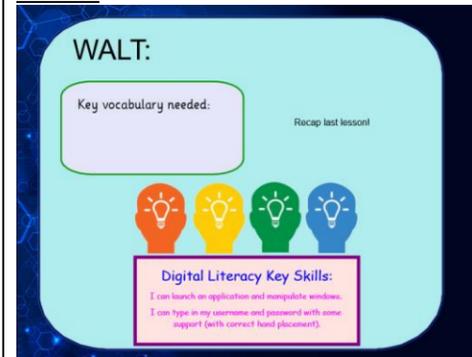
Planning sequence for coding lessons (flexi-cycle):

**Slide 1:**



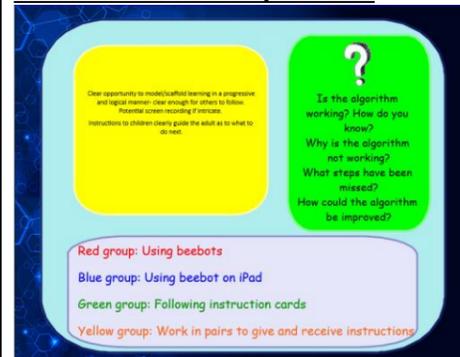
- Resources needed for session

**Slide 2:**



- WALT (from coding)
- Recap last lesson's learning
- Key vocabulary needed
- Digital Literacy Key skills that will be covered (also remember to highlight off so they can be tracked for coverage)

**Slide 3- however many needed!**



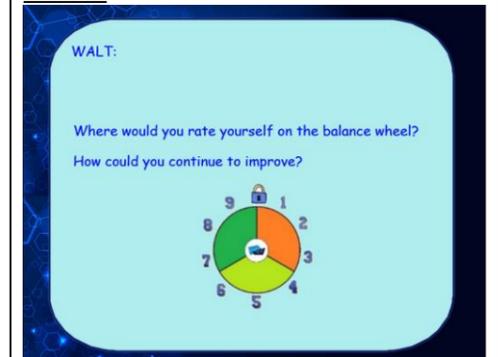
- Clear opportunity to model/scaffold learning in a progressive and logical manner- clear enough for others to follow. Potential screen recording if intricate.
- Instructions to children clearly guide the adult as to what to do next
- Key questions included on the slides to enable teacher to scaffold effectively.
- Clear differentiation
- Relevant resources referenced

**Slide 4**



- Clear explanation of how evidence will be gathered e.g. record on seesaw.

**Slide 5:**



- Plenary and reflection on balance wheel.