ICT/Topic Plan – Reception

The children have access to the SmartBoard during whole class teaching and continuous provision times in some sessions. Sometimes staff put on specific games relating to drawing, rhyming, numbers to 10, number and letter formation. They have use of Beebots, the light box and walkie talkies.

Evidence of Computing can be found in Topic Books, Literacy/Maths books and on Tapestry.

<u>Understanding the World:</u>
<u>Technology:</u>
40-60 months:
- Completes a simple program on a computer.
- Interacts with age-appropriate computer software.

ELG 15 Technology:
- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

<u>Expressive Arts and Design:</u>
ELG 17 Being imaginative:
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Reception	Autumn		Spring		Summer	
	Into the Woods	Magnificent Me	Food Glorious Food	People who help us	Good to be green	Amazing animals
Areas to cover	Interacts with age-appropriate computer software. Introduce the children to the resources available and	Interacts with age-appropriate computer software. Completes a simple program on a computer. Use the paint program for ch to draw	Interacts with age-appropriate computer software. Completes a simple program on a computer. Ch to use a variety of number games	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and

model how to use them. Allow them to explore them during cp time.	themselves on the SmartBoard. Use the 'Sensory' app for the ch to create fireworks	on the SmartBoard. Free use of the Paint program too.	A homework set to explore the technology they use at home. What technology is used by 'People who help us?'	**technology, art, music, dance, role-play and stories.** Use technology for their own purposes and to represent their ideas.	**technology, art, music, dance, role-play and stories.** Use technology for their own purposes and to represent their ideas.

ICT/Topic Plan – Year 1

There are 16 computers at All Saints – WEDNESDAY AM (once every 3-4 weeks in ICT suite & 1 lesson at school the previous week)

- Recognise common uses of information technology beyond school (Yr1 – Autumn 1)
- 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. (Year 1 – Autumn 1/Spring 1)
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (Year1 – Autumn 2)
- Create and debug simple programs (Year 1 – Autumn 2)
- Use logical reasoning to predict the behaviour of simple programs (Year 1 – Autumn 2)
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content (Year 1 – Spring/Summer)

Year 1	Autumn Traditional Tales		Spring Where's Wally in Warwick		Summer Just imagine (Art)	
Areas to cover	Recognise common uses of information technology beyond school 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	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 *(correcting errors from simple programmes – ie.*	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. Internet Safety (Feb) Use range of reading books	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Teacher to put about 4 photos into a *word/Powerpoint* document for the ch to open and add captions to.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Using *Paint* Programme – creating famous artist paintings (inc. create, Organise, store, manipulate, retrieve) **(AS)**	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Researching Famous Artist *(retrieval of digital content using search engines)*

other online technologies. Use range of reading books: WEBSTER'S BEDTIME *Homework* -Provide personal welearn log-ins -Why own log-ins/own passwords & why you need them (online safety) -Logging in to computer using p/w **(AS)**	*Changing route of the BeeBot)* **Use logical reasoning to predict the behaviour of simple programs** BeeBot programming – using Traditional Tales (e.g. Little Red Riding Hoods journey) – link w/Geog	WEBSTER'S EMAIL; WEBSTER'S FRIEND; MONKEYCOW and PENGUIN PIG (All warn about safety on line and not sharing/believing too much information) -Assembly -Poster/Comp	*Use any ipads that are working/ class cameras to take photos around Warwick/Castle etc)*		

ICT/Topic Plan – Year 2

There are 16 computers at All Saints – WEDNESDAY AM (once every 3-4 weeks in ICT suite & 1 lesson at school the previous week)

- Recognise common uses of information technology beyond school (Yr2 – Autumn 1)
- 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. (Year 2 – Autumn 1/Spring 1)
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content (Year 2 – Autumn 2/Summer))
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (Year2 – Spring 2)
- Create and debug simple programs (Year 2 – Spring 2)
- Use logical reasoning to predict the behaviour of simple programs (Year 2 – Spring 2)

Year 2	Autumn Healthy World – Healthy Me		Spring Space		Summer That's Incredible
Areas to cover	Recognise common uses of information technology beyond school 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	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Using *Paint Programme – Draw (our own Mr/Little Miss Healthy character for the Mr Men books we are writing)* **(AS)**	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. Internet Safety (Feb)	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	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Researching a Famous Person / Place / Building / Olympic Sport **(AS)** Make a PowerPoint slide of our chosen area **(AS)**

other online technologies. Use range of reading books: IT'S A BOOK and WHEN CHARLIE McBUTTON LOST POWER *-Homework* -Provide personal welearn log-ins -Why own log-ins/own passwords & why you need them (online safety) -Logging in to computer using p/w **(AS)**	Using existing PowerPoint to create Giuseppe Arcimboldo pictures – manipulate, copy, move & resize images, name & save work	Use range of reading books: THE INTERNET IS LIKE A PUDDLE; DIGIDUCK'S BIG DECISION; CHICKEN CLICKING (– all about the consequences of sharing too much information on line) -Assembly -Poster/Comp	**behaviour of simple programs** Scratch Jnr – programming e.g. space rocket sequence moving an astronaut into a rocket and launching. **(AS)**	