

ICT/Topic Plan – Year 1



There are 16 computers at All Saints – WEDNESDAY AM (once every 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	<p>Recognise common uses of information technology beyond school</p> <p>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.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs <i>(correcting errors from simple programmes – ie. Changing route of the BeeBot)</i></p>	<p>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.</p> <p>Internet Safety (Feb)</p> <p>Use range of reading books</p> <p>WEBSTER'S EMAIL; WEBSTER'S FRIEND; MONKEYCOW and</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Teacher to put about 4 photos into a word/Powerpoint document for the ch to open and add captions to.</p> <p><i>Use any ipads that are working/ class cameras to take photos around Warwick/Castle etc)</i></p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Using <i>Paint</i> Programme – creating famous artist paintings (inc. create, Organise, store, manipulate, retrieve) (AS)</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Researching Famous Artist</p> <p><i>(retrieval of digital content using search engines)</i></p>

	<p>Use range of reading books: WEBSTER'S BEDTIME <i>Homework</i></p> <p>-Provide personal welearn log-ins</p> <p>-Why own log-ins/own passwords & why you need them (online safety)</p> <p>-Logging in to computer using p/w (AS)</p>	<p>Use logical reasoning to predict the behaviour of simple programs</p> <p>BeeBot programming – using Traditional Tales (e.g. Little Red Riding Hoods journey) – link w/Geog</p>	<p>PENGUIN PIG (All warn about safety on line and not sharing/believing too much information)</p> <p>-Assembly -Poster/Comp</p>			
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ICT/Topic Plan – Year 2

There are 16 computers at All Saints – WEDNESDAY AM (once every 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 Living		Spring Space		Summer Incredible People
Areas to cover	<p>Recognise common uses of information technology beyond school</p> <p>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.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Using <i>Paint</i> Programme – Draw (<i>our own Mr/Little Miss Healthy character for the Mr Men books we are writing</i>) (AS)</p>	<p>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.</p> <p>Internet Safety (Feb) Use range of reading books:</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Researching Famous People / Olympic Sport (AS)</p> <p>Make a PowerPoint slide of your chosen famous person (AS)</p>

	<p>Use range of reading books: IT'S A BOOK and WHEN CHARLIE McBUTTON LOST POWER <i>-Homework</i></p> <p>-Provide personal welearn log-ins</p> <p>-Why own log- ins/own passwords & why you need them (online safety)</p> <p>-Logging in to computer using p/w (AS)</p>		<p>THE INTERNET IS LIKE A PUDDLE; DIGIDUCK'S BIG DECISION; CHICKEN CLICKING (– all about the consequences of sharing too much information on line)</p> <p>-Assembly -Poster/Comp</p>	<p>Scratch Jnr – programming e.g. space rocket sequence moving an astronaut into a rocket and launching. (AS)</p>	
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