

ICT LONG TERM MAP

	RECEPTION-1 yr cycle – taught across the year in any subject		YEAR ONE/ TWO		YEAR THREE/FOUR		YEAR FIVE/SIX	
	YEAR A	YEAR B	YEAR A (Yr 1)	YEAR B (Yr 2)	YEAR A (Yr 3)	YEAR B (Yr 4)	YEAR A	YEAR B
AUT 1	Using technology -use a range of ICT tools and recognise key controls and symbols (on/off, play/pause/stop, record). Operate simple equipment making accurate choices about the buttons and icons selected, Recognise the ways in which technology is used in the classroom, at home and wider community.		Using a computer (or IPAD or digital media) – develop familiarity with computers and keyboards/mice; know how to log on and off, access Word and Save, begin to develop typing speed using a range of games and programs	Using a computer (or IPAD or digital media) Work on developing typing speed; gain greater fluency in using basic ICT independently – log on/off, save and retrieve/ access programmes and apps.	Using a computer (or IPAD or digital media) Word-processing skills – full familiarity with QWERTY keyboard, ever-improved words per minute typing skills Developing supported skills within Office – data creation, storage, retrieval and edit skills -	Using a computer (or IPAD or digital media) Word-processing skills at a minimum speed of 16 wpm Developing independent skills within Office – data creation, storage and retrieval options plus edit skills - layout options	Using a computer (or IPAD or digital media) fine-tuning touch-typing skills Creating and Publishing: - full use of Word and Office Facilities to create state of the art supported documents	Using a computer (or IPAD or digital media) fine-tuning touch-typing skills Creating and Publishing: - full use of Word and Office Facilities to create state of the art supported documents
AUT 2	Programming and Control Give instructions to a friend and follow their instructions to move around. Using beebot (or similar), describe what happens when specific buttons are pressed. Select controls in correct order to make beebot follow a chosen path.		Creating and Publishing Insert pictures, photographs and text into a Word Document; Use simple authoring tools to create content and add simple effects to sections of text (font size, colour)	Creating and Publishing Word-process work, changing font and add images, text boxes and pictures. Use copy and paste. Save and load work.	E-safety and using the internet effectively -E-safety and most effective search techniques, store, retrieve and use storage and retrieval options (copy and paste) avoiding plagiarism.	E-safety and using the internet effectively Develop key questions to research for specific information in response to a question posed Understand how search engine s work Save and retrieve	E Safety – Using the internet effective, safe use of the Internet – reliability, validity, volume: benefits and defects compared to traditional methods	E Safety – Using the internet effective, safe use of the Internet – refining search criteria and analysing concepts of reliability, validity and usefulness. Recommend and bookmark sites for peers

					accessed information		according to agreed criteria.
SPR 1	Using a computer, tablet or IPAD handle ICT equipment safely. Operate laptops, IPADS, cameras/microphones using buttons, icons accurately. Use a keyboard, touchpad and touchscreen to access and close programmes and apps, and use drag and drop controls.	Using the internet -E Safety Select appropriate buttons to navigate stored websites; manipulate and discuss websites - select specific parts of websites (find an activity within a CBeebies site); explore that this works through menus and hyperlinks. Know never to give out personal info on the internet. Know to stay kind, polite and respectful at all times on line. Know to tell a trusted adult immediately if something unpleasant or upsetting is encountered	Using the internet -E Safety Use web-based bookmarked resources to investigate answers to questions; navigate independently within a website using hyperlinks and menu buttons; explore website addresses; use copy and paste for specific purposes. Know never to give out personal info on the internet. Know to stay kind, polite and respectful at all times on line. Know to tell a trusted adult immediately if something unpleasant or upsetting is encountered	Creating and Publishing Power-Point Introduction develop familiarity with the programme, change design and slide layout, combine formatted text with graphics and sounds; edit and present.	Creating and Publishing Power-Point development select design and layout suitable for purpose and audience; select text formatting and stylistic features including transitions and collectively critique effectiveness in terms of impact upon audience	E Safety – uses and misuses of technology- cyberbullying	E-safety Using the Internet Creating and Publishing Critical analysis of webpages design Use of cloud tools to collaboratively create a presentation
SPR 2	Creating and Publishing Create pictures using a range of paint programmes. Type words and phrases using a keyboard or word	E-safety and Communicating contribute ideas to a class email and together respond to messages to a real	E-safety and Communicating contribute ideas to a class email and together respond to messages to a	E-safety and Communicating- using in-school email channels to communicate as a class; understanding	E-safety and Communicating- using in-school email channels	Creating and Publishing Multi-media – Presentations critique, explore, analyse and	Programming and Controlling Computer Programming- using scratch to input code to create simple,

	bank in different programmes. Print using the icon in a range of different programmes.	or fictitious character	real or fictitious character – explore email addresses and compare with other forms of communication.	about management of email accounts		create, edit. Justify formatting choices in light of audience and purpose.	multi-level games controllable by external inputs
SUM 1	Using a computer, tablet or IPAD Explore Save using the icon in different programmes. Continue to develop keypad, touch screen and touchpad skills and develop abilities to type basic words with increasing independence and speed.	Programming and Controlling explore and programme beebots (or similar) to move around a simple course whilst rethinking and correcting errors	Programming and Controlling Use beebot IPAD app to navigate onscreen around a course or grid, combining sequences of instructions	Programming and Controlling Computer Programming- simple algorithms and debugging. Enter code into Scratch to create a simple game, debugging incorrect code entries as required	Programming and Controlling Computer Programming simple algorithms and debugging	Creating and Publishing Use of Publisher to create posters, fliers, leaflets and other documents which require specific formatting	Programming and Controlling Computer programming Input code to create slightly more complex games and animations, with changed parameters and responses
SUM 2	Using the Internet – identify different components of websites such as sound, video, text, pages, images, pictures and links. Know to tell an adult immediately if anything upsetting is encountered. Know how to access Google – find online images related to a given theme.	Using Data- use ICT to sort objects into groups according to criteria	Using Data- supported creation of graphs and pictograms (e.g. in Maths)	Using Data Databases – know what a database is, how to access; use pre-made ones to answer questions by creating simple queries	Using Data Databases – recap Year A; raise simple queries, explore work with and create branching databases	Using Data Spreadsheets – how to access, uses, entering data, creating linked graphs, changing data to model simple variables, entering basic formula	Using Data Spreadsheets how to access, uses, entering data, creating linked graphs, changing data to model simple variables, entering basic and more advanced formula to explore 'What if?' type questions