

Foundation Stage	Year 4
<u>Capability Statement</u>	<u>Capability Statement</u>
<u>Skills, Knowledge and Understanding</u>	<u>QCA Unit</u>
<u>Software</u>	<u>Skills, Knowledge and Understanding</u>
Year 1	<u>Software</u>
<u>Capability Statement</u>	<u>2003 Integrated Tasks</u>
<u>QCA Unit</u>	
<u>Skills, Knowledge and Understanding</u>	
<u>Software</u>	
<u>2003 Integrated Tasks</u>	
Year 2	Year 5
<u>Capability Statement</u>	<u>Capability Statement</u>
<u>QCA Unit</u>	<u>QCA Unit</u>
<u>Skills, Knowledge and Understanding</u>	<u>Skills, Knowledge and Understanding</u>
<u>Software</u>	<u>Software</u>
<u>2003 Integrated Tasks</u>	<u>2003 Integrated Tasks</u>
Year 3	Year 6
<u>Capability Statement</u>	<u>Capability Statement</u>
<u>QCA Unit</u>	<u>QCA Unit</u>
<u>Skills, Knowledge and Understanding</u>	<u>Skills, Knowledge and Understanding</u>
<u>Software</u>	<u>Software</u>
<u>2003 Integrated Tasks</u>	<u>2003 Integrated Tasks</u>

	Finding Things Out		Developing Ideas and Making Things Happen		Exchanging and Sharing Information	
	Data Handling	Research	Control and Sensing	Modelling and Simulations	Present Ideas	Communicate with Others
Foundation Capability Statement	Sort familiar objects to identify their similarities and differences. Count how many objects share a particular property, presenting results using pictures, drawings or numerals.	Choose what to look at on CD or the Internet. Respond, talk and ask questions about what is seen and heard	Begin to make simple equipment work. Explore all manner of technology and discover with the intention of finding out 'How does this work', 'What will I use it for, What can I make it do for me'		Explore and experiment with sound, colour, texture and space by experiencing a range of technology toys and tools. Create an artefact in the process asking 'What will it look like /sound like if' - type questions.	Explore and experiment with communication technology with the intention of finding out 'How does this work', 'What will I use it for, What can I make it do for me, who can I talk to'
Skills, Knowledge & Understanding	Children can collect information Children use a simple pictogram or set of photos to count and organise information.	Children can collect information as photos or sound files. They explore a page on a CD or internet. Children use a simple pictogram or set of photos to count and organise information.	Children can help adults operate equipment around the school. Children independently operate simple equipment. Children can use simple programs to make things happen. Children can access real and pretend technology. Children make pretend technology. Children can explore options and make choices with toys, programs and websites	Children can access real and pretend technology. Children can make pretend technology. Children use knowledge of working technology in the role play area. Children can explore on-screen model of real life activities.	Children can develop an interest in ICT by exploring an art program or using ICT to tell and retell stories. Children can use a mouse to rearrange objects and pictures on a screen. Children can use a microphone and recorder to collect and store information as sound. Children can recognise text, images and sound. Children choose opportunities to take photos of indoor and outdoor activities.	
Software	Digital cameras sound recorders 2Count Internet Webcam Microscope		ICT toys eg washing machine, till, metal detector 2Paint, 2Publish, Musical Leaps and Bounds, www.poissonrouge.com	2Paint Remote control cars MyWorld – making car, dressing teddy www.poissonrouge.com Wheels on the Bus from Scholastic 2Simple City Musical Leaps and Bounds		2Paint, 2Publish 2Simple Music Toolkit, 2Create a Story, walkie talkies, digital cameras still and video, real and pretend ICT in role play

					<p>sentences</p> <p>Know when and how to use a SPACE BAR to make spaces between words</p> <p>Read on screen texts using appropriate help button cues</p> <p>Explain meaning from sounds, pictures and text</p>	
Software	<p>2Count</p> <p>2Create a Story</p> <p>Textease resource bank</p> <p>Internet</p>	Paint Program Wordprocessor	<p>Floor/table top robot - Pixie, Bee-Bot, Roamer</p> <p>Compose World,</p> <p>2Simple Music Toolkit</p> <p>2Create a Story</p> <p>Textease (sound recorder)</p> <p>Tape recorder with sound level dial.</p>	<p>www.poissonrouge.com</p> <p>Programmable toys 2Go,</p> <p>2Paint a picture</p> <p>Menu choices</p> <p>Toolbar choices</p> <p>2Create a Story</p> <p>Textease clipart and resource banks</p> <p>MyWorld</p> <p>Smart Notebook gallery</p> <p>Multimedia books</p> <p>Simple adventure game eg Little animals activity centre</p>		<p>2Create a Story</p> <p>2Create, Textease</p> <p>2Paint a picture</p> <p>Fresco</p> <p>2Paint, 2Publish, Digital cameras still and video, 2Simple Music Toolkit, Compose World</p>
<i>2003 Integrated Tasks</i>	<p><i>English Year 1</i></p> <p><i>Science Unit 1C</i></p> <p><i>History Unit 2</i></p>	<p><i>Music Unit 2</i></p> <p><i>Science Unit 1A</i></p>		<p><i>Science Unit 1D</i></p> <p><i>DT Unit 1B</i></p>	<p><i>Maths Year 1</i></p> <p><i>Geography Unit 5</i></p> <p><i>Science Unit 1A</i></p>	
2 Capability Statement	<p>Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data Use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'</p> <p>Unit 2C</p> <p>Finding Information</p> <p>Unit 2E</p> <p>Questions and Answers</p>	<p>Investigate non-fiction ICT texts on similar themes to show they can give diff info and present similar info in diff ways. Explore sources of information using menus, indexes & key words aid to search. Start to use hyperlinks/ hotspots to navigate. Begin to record and share information found on the internet.</p>	<p>Estimate and create a set of instructions to control devices and achieve predicted outcomes. Learn that carrying out a task accurately, in a specific sequence, and using a common language, brings about a desired outcome.</p> <p>Unit 2D Routes</p>	<p>Use ICT to explore real and imaginary situations to solve problems and consider the results of actions taken. Begin to identify patterns.</p>	<p>Investigate the different ways information can be presented. Know how to express ideas using a range of ICT tools. Review, describe and discuss changes and improvements in preparation for future work.</p> <p>Unit 2A</p> <p>Writing Stories</p> <p>Unit 2B</p> <p>Creating Pictures</p>	<p>Exchange ideas with peers beyond the classroom. Begin to understand and explain different ways of communicating with others.</p>
QCA Unit						

Skills, Knowledge and Understanding	<p>Children can find information from an ICT based resource in order to answer a question. They record and share information.</p> <p>Children can collect information and generate graphs and charts answering simple questions about themselves.</p> <p>Children can create per/object based tree diagram and explore a branching database.</p>		<p>Children can physically follow and give each other forward, backward and turn instructions.</p> <p>Children can enter instructions on a robot specifying distance and turn. Children can explore outcomes when giving instructions in a simple Logo program.</p> <p>Children can use music software to explore sequences of sounds, and watch and talk about changes on screen when sound is recorded.</p> <p>Children can see and talk about time lapse video created with Intel microscope.</p>	<p>Children can explore ready-made models e.g. play Flexitree game choosing yes/no answers.</p> <p>Children can explore screen-based activities and make choices.</p> <p>They follow stories and adventure games, making choices to solve problems and answer questions.</p> <p>Children can create pictures or scenes choosing tools and palette/brush options.</p> <p>They use hyperlinks to make choices.</p>	<p>Children can develop or create text.</p> <p>Children can add pictures to their work. Children can use an increasing variety of tools in an art program.</p> <p>Children can use templates to create class electronic books.</p> <p>Children can explore the use of sound and animation to support communication.</p> <p>Children can work in pairs or individually to create an electronic book.</p> <p>Children can save and retrieve work.</p> <p>Children can use digital cameras to capture still and moving images.</p>	
Software	<p>2Count, 2Graph 2Create a Story Textease resources Textease Branch 2Investigate Flexitree MAPE Sorting Game nterlnet</p>		<p>Floor/table top robot - Pixie, Bee-Bot, Roamer 2Go (Intel microscope, time lapse video) Compose World, 2Simple Music Toolkit</p>	<p>Floor and screen robots 2Go 2Paint a picture Menu choices Toolbar choices 2Create a Story Textease clipart and resource banks MyWorld making a town Smart Notebook gallery Multimedia books BBC Science Clips</p>		<p>2Create a Story 2Create, Textease Textease Presenter Photostory, 2Paint a picture, Fresco, Digital cameras still and video 2Simple Music Toolkit, Compose World, Mixman</p>
<p>2003 Integrated Tasks</p>	<p>English Year 2 History Unit 4 Maths Year 2 Science Unit 2C</p>		<p>Maths Year 2</p>		<p>English Year 1/Science 2B History Unit 4 RE Unit 2C Art and Design Unit 2B</p>	
3 Capability Statement	<p>Answer a question by collecting, organising and interpreting data;</p>	<p>Recognise and use different types of information from a</p>	<p>Become familiar with control language and be able to predict,</p>	<p>Explore a model or simulation and use understanding gained to</p>	<p>Present different forms of information integrating an</p>	<p>Demonstrate a more independent use of online communication</p>

<p>QCA Unit</p>	<p>use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion.</p> <p>Unit 3C Intro to Databases</p>	<p>range ICT based sources. Identify how different texts are organised, including on screen reference texts, magazines and leaflets</p>	<p>program and test short sequences of linked instructions to achieve intended outcomes.</p> <p>Unit 3B Manipulating Sound</p>	<p>change/ improve things and solve problems by identifying the rule.</p> <p>Unit 3D Exploring Simulations</p>	<p>appropriate range of electronic media for a given audience and purpose.</p> <p>Discuss the impact of work on others.</p> <p>Unit 3A Combining text and graphics</p>	<p>to converse with others. Show awareness of the need to use the internet safely.</p> <p>Unit 3E E-mail</p>
<p>Skills, Knowledge and Understanding</p>	<p>Children can find out information from a pre-prepared database, asking straightforward questions.</p> <p>They find websites and use simple search tools.</p> <p>Children can contribute towards a database.</p> <p>They construct and use a branching database.</p>		<p>Children can enter instructions on a robot specifying distance and turn.</p> <p>Children can explore outcomes when giving instructions in Logo software.</p> <p>Children can solve open-ended problems with a floor robot and Logo.</p> <p>Children can sequence sounds to create different moods.</p> <p>Children can use time lapse techniques with an Intel microscope to investigate questions.</p>	<p>Children can explore and use ready-made models and modelling tools. They explore a simulation or adventure and make choices to solve problems.</p> <p>Children can explore simple Logo commands, testing the effects and making changes.</p> <p>Children can use a sequence of commands to produce a desired effect. By trial and improvement they find the effects of changing any one of the commands.</p>	<p>Children can explore the use of photographs, videos and sound to enhance communication.</p> <p>Children can use tools in an art program to alter a photograph for a purpose.</p> <p>Children can extend their skills when adding to or editing text.</p> <p>Children can use simple music programs to create atmosphere for an audience.</p> <p>The class use on-line tools to communicate with others.</p>	
<p>Software</p>	<p>Flexitree Textease Branch 2Investigate Textease database MAPE Sorting Game Internet</p>		<p>Floor/table top robot - Roamer, Pro-Bot, Pippin 2Go Textease Turtle Intel microscope, time lapse video Compose World, 2Simple Music Toolkit</p>	<p>Floor and screen robots 2Go, Textease Turtle 2Paint a Picture Adventure games Map Detectives Crystal Rainforest Brookfield Zoo Simulations from Coxhoe Pottery simulation from artisancam BBC science clips Maths ITPs Crocodile clips</p>		<p>2Create a Story 2Create, Textease Textease Presenter Photostory, 2Paint a picture, Fresco, Digital cameras still and video 2Simple Music Toolkit, Compose World, Mixman</p>

<i>2003 Integrated Tasks</i>	<i>Science Unit 3C Geography Unit 7</i>				<i>English Year 3 Science Unit 3A DT Unit 3A</i>	<i>English Year 3 Geography Unit 18/ PSHE and Citizenship</i>
4 Capability Statement	Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate. Compare the impact of representations where scales have intervals of differing step size. Unit 4C Branching Databases Unit 4D Collecting and Presenting Info	Use knowledge of different organisational features of texts to find information effectively and follow straightforward lines of enquiry.	Be able to create simple procedures and use these to create rotational and linear patterns. Investigate physical data through sensing equipment.	Make informed and appropriate choices when using a model or simulation. Begin to change options or variables and note the effect this has. Unit 4E Modelling Effects on Screen	Design, create and present multimedia/modal text showing a growing awareness of the tools and technology available. Unit 4A Writing for diff. Audiences Unit 4B Developing Images	Use online communication to exchange views or information with others. Show understanding of the rules and etiquette to be followed when communicating with others electronically.
Skills, Knowledge and Understanding	Children can plan and create a database to answer questions. They identify when a branching database is appropriate. Children can ask questions carrying out simple searches. Children can frame questions to search for information on the Internet.		Children can set up sensors to monitor light, sound and heat. Children can discuss and interpret graphs. Children can solve problems with a floor robot and Logo. Children can write procedures. Children can use repeat to achieve solutions to tasks.	Children can explore and use modelling tools. Children can use logo to write sequences of commands with a given name (procedure). Children can use procedures to construct and edit further procedures. Children can use a ready-made spreadsheet model to ask and answer questions. They use a range of software to manipulate objects to explore outcomes.	Children can extend their skills in creating text and in using a paint program to create their own images to add to a presentation. Children can explore the use of different media to achieve appropriate audience responses. Children can use on-line tools to exchange information and collaborate with others within and beyond their school.	
Software	Flexitree Textease Branch 2Investigate Textease database Textease spreadsheet MAPE Whodunnit		Robot - Roamer, Pro-Bot, Pippin Textease Turtle Easysense Q, Log-Box	2Go Textease Turtle SuperLogo Spreadsheet Fresco Spex		2Create, Textease Textease Presenter Photostory, Audacity Textease Movies Fresco, 2Paint a picture, Digital

	Internet			Adventure games/simulations BBC science clips Editing software that lets you try out ideas – Art, image, text and layout, sound recording		cameras still and video, 2Simple Music Toolkit, Mixman
2003 Integrated Tasks	History Unit 7 Geography Unit 24 Science Unit 4B Maths Year 4			Maths Year 4	English Year 4/DT Year 4 Eng Yr 4/Citizenship Unit 7 RE Unit 3B History Unit 6A	
5 Capability Statement	Describe the occurrence of familiar events using the language of chance or likelihood. Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask. Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time. Find and interpret the mode of a set of data	Within appropriate curriculum contexts, locate information in text on screen confidently and efficiently through using site navigational features skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. Know that it is important to recognise source. Know how to identify the origin of pages on the internet in order to help evaluate point of view and the author.	Explore and understand the impact of changing variables. Refine instructions to improve the efficiency (procedure) of the instructions they have created. Be able to control simple input and output devices using a control box	Use ICT based models to explore variables to solve problems. Recognise and discover patterns and relationships. Hypothesise 'what would happen if...?'	Design, create, present and evaluate multimedia/modal presentations maximising the use of ICT to present information in different ways. Show a growing sensitivity to the needs of an audience.	Experience and engage in a range of online communication experiences including live virtual environment in order to support learning. Observe correct procedures in the use of personal information.
QCA Unit	Unit 5B Analysing Data Unit 5C Evaluating Information		Unit 5E Controlling Devices Unit 5F Monitoring	Unit 5A Graphical Modelling Unit 5D Intro to Spreadsheets		
Skills, Knowledge, Understanding	Children can make more complex searches (e.g. using and/or). Children can refine their searches. Children can solve problems using data tools. They analyse		Children can explore procedures using repeat to achieve solutions to problems with Logo and a floor robot. Children can refine procedures to improve	Children can use modelling tools. Children can discover how a ready-made spreadsheet was constructed and how changing the data in one cell can affect the data in	Children can have the opportunity to discuss the effects of sounds and images. Children can build skills in manipulating text, images and sound across a range	

	<p>information and question data; they recognise poor quality information leads to unreliable results. They identify implausible information.</p> <p>Children can identify appropriate sources of information on-line.</p>		<p>efficiency.</p> <p>Children can explore instructions to control software or hardware with an input.</p> <p>Children can select equipment to investigate questions and patterns where data is collected over time.</p>	<p>others.</p> <p>Children can construct their own versions of a spreadsheet.</p> <p>Children can create and edit sequences of commands to control simple simulations.</p> <p>Children can use a modelling package to plan an environment suitable for the chosen purpose.</p>	<p>of software.</p> <p>Children can explore a variety of structures for a presentation.</p> <p>Children can use on-line tools to exchange information and collaborate with others within and beyond their school.</p>	
Software	<p>Flexitree 2Investigate Textease database Textease spreadsheet MAPE Whodunnit MAPE Greenfield Road Sensing Science Internet Online data</p>		<p>Textease Turtle Flowol2, FlowGo, ProBot, Buzzers, lights, motors, Easysense Q, Log-Box</p>	<p>Textease Spreadsheet Textease Turtle SuperLogo, Flowol Onscreen simulations BBC science clips Spex IKEA website Editing software that lets you try out ideas – Art, image, text and layout, sound recording</p>		<p>2Create, Textease Textease Presenter Powerpoint, Photostory Word, Audacity, Movie Maker, Textease Movies, paint programs Digital cameras still and video Dance e-jay, Mixman</p>
<i>2003 Integrated Tasks</i>	<p><i>Maths Year 5</i> <i>History Unit 12</i></p>			<p><i>Geography Unit 23</i> <i>DT Year 6</i> <i>DT Unit 5D</i></p>		
6 Capability Statement	<p>Describe and predict outcomes from data using the language of chance or likelihood. Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask. Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts. Describe and interpret results and solutions to problems using the</p>	<p>Appraise an on screen text quickly, deciding on its value, quality or usefulness. Understand underlying themes, causes and points of view. Interpret findings, check plausibility and recognise that poor quality information leads to unreliable results. <i>(NLS~RF)</i></p>	<p>Create a sequence of instructions to control events including the use of feedback from input devices. Program the control box to carry out conditional processes</p>	<p>Estimate, compare and make deductions, ask questions, test hypotheses and engage in simple modelling activities. Add and amend a given ICT model to solve a problem through a review of the rules and variable.</p>	<p>Communicate information having made choices about the appropriate medium, content and structure demonstrating an understanding of audience and purpose.</p>	<p>Choose to use communicative tools to aid learning. Know when it is appropriate to use synchronous and asynchronous forms of communication. Show understanding of the rules and risks when using these electronic forms of communication.</p>
QCA Units		Unit 6D	Unit 6C Control and	Unit 6B Spreadsheet Modelling	Unit 6A Multimedia	

	mode, range, median and mean.	Using the Internet	Monitoring		Presentations	
Skills, Knowledge and Understanding	<p>Children can use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility.</p> <p>They recognise valid results and present these.</p> <p>Children can use the Internet to support learning across the curriculum, identifying key information and considering its validity.</p>		<p>Children can write efficient procedures for a floor robot or Logo.</p> <p>Children can control on screen mimics and devices using one or more input.</p> <p>Children can write explanatory instructions for a sequence of instructions.</p> <p>Children can ask and answer questions about 'What happens if . . . ?'</p> <p>Children can understand how sensors can be used to measure input in order to activate a procedure or sequence and talk about applications in society.</p> <p>Children can identify difficulties and articulate a solution for a control program.</p>	<p>Children can create models. They construct their own spreadsheets to help model different possibilities and solve problems.</p> <p>Children can use understanding of procedure building to draw shapes and patterns.</p> <p>They use a design/modelling program to try out ideas for a presentation.</p> <p>Children can edit voice and sound recordings to create particular effects and use with other applications.</p>	<p>Children can discuss audience, atmosphere and structure of a presentation.</p> <p>Children can extend their skills in manipulating text, images and sound across a range of software.</p> <p>Children can synthesise a range of sources into a presentation for a specific audience</p> <p>Children can use on-line tools to exchange information and collaborate with others within and beyond their school.</p>	
Software	<p>Flexitree Textease Brqnc Textease database Textease spreadsheet MAPE Greenfield Road Sensing Science Data - live and monitored over time Internet Online data</p>		<p>Textease Turtle Flowol2, FlowGo, , ProBot Lego Robotics Buzzers, lights, motors, Easysense Q, Log-Box</p>	<p>Textease Spreadsheet Excel Textease Turtle SuperLogo, Flowol Onscreen simulations BBC science clips Editing software that lets you try out ideas – e.g. Photostory , Audacity Art, image, text and layout, sound recording</p>		<p>2Create, Textease Textease Presenter Powerpoint, Photostory Word, Audacity, Movie Maker, Textease Movies paint programs, Digital cameras still and video Dance e-jay, Mixman</p>
<i>2003 Integrated Tasks</i>		<i>Science Unit 5E History Unit 9</i>	<i>DT Unit 6</i>		<i>English Year 6 Geography Unit 14 History Unit 14, 15</i>	