

# Europa School UK - ICT Curriculum

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| EYFS     | Take photos / battery powered toys / beebots / Music / IWB games |
| E-safety | Share storybooks                                                 |

| Computer Science - coding | Year 1                                                                                                                                                                                                                                                                       | Year 2                                                                                                                                                                                                                                              | Year 3                                                                                                                                                                                                                                                                                     | Year 4                                                                                                                                                                                                                                                                                                                                     | Year 5                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                          |
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|                           | <b>Paper based algorithms and Beebots</b> <ul style="list-style-type: none"> <li>understand that an algorithm is a set instructions.</li> <li>replicate simple instructions for a device or program to follow, and say why the instruction does or does not work.</li> </ul> | <b>Paper based algorithms and Beebots</b> <ul style="list-style-type: none"> <li>understand how algorithms are inputted (to program) to produce a result.</li> <li>begin to program using simple scripts and debug errors in the script.</li> </ul> | <b>Block based visual Coding</b> <ul style="list-style-type: none"> <li>describe how computers process instructions and commands such as simple scripts to produce a result.</li> <li>program using simple scripts and debug errors in the script to achieve a goal or purpose.</li> </ul> | <b>Block based visual coding using Scratch</b> <ul style="list-style-type: none"> <li>develop an understanding of how computers process instructions and commands such as scripts.</li> <li>program using scripts, and begin to use sequencing, selection and repetition, to achieve a goal or purpose, and debug errors found.</li> </ul> | <b>Block based visual code using Microbits</b> <ul style="list-style-type: none"> <li>Understand how computers process instructions and commands.</li> <li>Design a program for a specific goal or purpose and debug it.</li> <li>Start to use alternative programming languages.</li> </ul> | <b>Python coding using Microbits</b> <ul style="list-style-type: none"> <li>Deepen knowledge of how computers process instructions and commands</li> <li>Design a program for a specific goal or purpose and debug it.</li> <li>Use more complex programming languages (e.g. python)</li> </ul> |
| Practise Examples         | <ul style="list-style-type: none"> <li>Simple directional instructions (e.g. Forwards/backwards etc...).</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Directional instructions with more complexity (e.g. forward 3, left</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li><a href="#">Code.org - Studio Course C - sequencing, loops and events.</a></li> </ul>                                                                                                                                                               | <ul style="list-style-type: none"> <li><a href="#">Code.org - Studio Course D - sequencing, loops, events and</a></li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li><a href="#">Code.org - Studio Course E - Nested loops, functions and conditionals</a></li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Scratch projects - more complex games and activities following</li> </ul>                                                                                                                                                                                |

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|  | <ul style="list-style-type: none"> <li>Giving instructions to a person to follow.</li> <li>Use an object in the class to move. One child creates an algorithm and another tries to follow it.</li> <li>Simple instructions for a bee bot to follow.</li> </ul> | <ul style="list-style-type: none"> <li>2, pick up, put down).</li> <li>Course A - code.org</li> <li>Giving multi-step instructions to a person to follow.</li> <li>More complex instructions for beebots</li> </ul> | <ul style="list-style-type: none"> <li>Scratch Tutorials - overview of scratch</li> <li>Simple block-based (Scratch) tasks/projects - paired/individual.</li> </ul> | <a href="#">conditionals.</a> <ul style="list-style-type: none"> <li>Scratch Tutorials - overview of scratch.</li> <li>Simple block-based (Scratch) tasks/projects - individual.</li> <li>Debugging introduction.</li> </ul> | <ul style="list-style-type: none"> <li>Scratch projects - editing and modifying to make them more complex.</li> <li>Using block based coding to program a microbit to carry out a function</li> </ul> | <ul style="list-style-type: none"> <li>on from Year 5 with debugging and altering other projects to increase complexity of coding.</li> <li>Introduction to script-based coding (Python)</li> <li>Creating a simple game using a script-based approach</li> </ul> |
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| IT & Digital Literacy | Year 1                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                                                                                                                                                            | Year 5                                                                                                                                                                                                                                                                                                                                                                                | Year 6                                                                                                                                                                                                                                                                                                                                                                                      |
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|                       | <ul style="list-style-type: none"> <li>Follow age appropriate instructions to research/create/store information.</li> <li>Use the correct vocabulary when talking (screen, keyboard, mouse, microphone, headphones, iPad etc),</li> <li>Use a range of simple tools to create and modify media.</li> </ul> | <ul style="list-style-type: none"> <li>Logging in and use a device</li> <li>create projects, combining media, inputting text and basic formatting to communicate an idea.</li> <li>Use websites and begin to demonstrate an awareness of how to manage them.</li> <li>Start to work collaboratively to share and request information.</li> <li>Basic keyboard usage.</li> </ul> | <ul style="list-style-type: none"> <li>Record and present information using a range of media.</li> <li>Know that some tools/resources are online/installed.</li> <li>Using a learning platform to do tasks.</li> <li>Use tools to create documents and save and retrieve these.</li> <li>Begin to manipulate digital media using a range of tools.</li> </ul> | <ul style="list-style-type: none"> <li>Collect and retrieve data safely, effectively and appropriately in order to answer questions.</li> <li>Begin to show an awareness of the intended audience and seek feed-back.</li> <li>perform a search using different search engines and check the results against each other and offer reasons why they might be different.</li> </ul> | <ul style="list-style-type: none"> <li>Select, use and combine a variety of software to design and create documents using advanced features and tools</li> <li>Use more advanced tools when working to create quality documents/media that are appropriate for a known audience.</li> <li>Create and manipulate media from images (still and/or moving) and/or sounds that</li> </ul> | <ul style="list-style-type: none"> <li>Explain why certain tools are chosen for a document, and evaluate the tools that have been used.</li> <li>Create multimedia work which shows effective use of features.</li> <li>Digitally communicate with others within an environment and begin to share work electronically.</li> <li>Evaluate media to authenticate information they</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>Introduce a learning platform to do tasks.</li> </ul> |  | <ul style="list-style-type: none"> <li>Begin to select, use and combine a variety of software to design and create documents for a specific purpose.</li> <li>Manipulate digital media using a range of tools in the appropriate software to convey a specific mood or idea.</li> </ul> | have been sourced, captured or created. | encounter. |
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| Practise Examples | <ul style="list-style-type: none"> <li>Use pictures to tell stories in picture books.</li> <li>Use photos taken by children.</li> <li>Using a digital camera to take pictures of their surroundings.</li> </ul> | <ul style="list-style-type: none"> <li>Create a fact file about an animal</li> <li>Create a name label and change the colour and font</li> <li>Order pictures on a story map</li> <li>Use google classroom to access assignments and links</li> </ul> | <ul style="list-style-type: none"> <li>Create a document/presentation/eBook linked to the curriculum.</li> <li>Create their own digital illustrations.</li> <li>Use basic Google apps (slides &amp; docs).</li> <li>Chrome music Lab.</li> <li><a href="#">Typing - BBC</a></li> </ul> | <ul style="list-style-type: none"> <li>News report/sport report.</li> <li>Presentation using slides.</li> <li>Collaborative use of Google apps</li> <li>Use google sheets to budget a class party.</li> <li>Use a Google form to get data for a class party.</li> <li>Chrome Music Lab.</li> <li><a href="#">Typing - BBC</a></li> </ul> | <ul style="list-style-type: none"> <li>Using tabs, appropriate text formatting, line spacing etc.</li> <li>Stop-motion videos.</li> </ul> | <ul style="list-style-type: none"> <li>Linked to content covered in the year.</li> <li>Child oriented - favourite subject/toys/things etc...</li> <li>Use software to create a simple 3D model.</li> <li>eBook creation.</li> <li>April 1st - fake news.</li> </ul> |
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| E-safety | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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|  | <ul style="list-style-type: none"> <li>Children begin to understand what personal information is and who you can share it with, including the need to keep passwords private.</li> <li>They begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</li> <li>Children know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</li> <li>Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age-appropriate activities.</li> </ul> | <ul style="list-style-type: none"> <li>Children understand what personal information is and who you can share it with, including the need to keep passwords private.</li> <li>Children begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</li> <li>Children know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</li> <li>Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.</li> </ul> | <ul style="list-style-type: none"> <li>Children recognise the need to keep personal information and passwords private.</li> <li>They recognise the need for a secure password.</li> <li>Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.</li> <li>Children understand that any personal information they put online can be seen and used by others.</li> </ul> | <ul style="list-style-type: none"> <li>Discuss and agree classroom rules / expectations about safe use of the Internet.</li> <li>Model how to protect personal information and how to choose a secure password.</li> <li>Reinforce the rule about keeping adults informed about Internet activity and telling if you see something you don't like or if you feel you're being bullied.</li> <li>Model how to choose age appropriate websites and minimise risk of viruses.</li> <li>Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time.</li> </ul> | <ul style="list-style-type: none"> <li>Children understand the need to keep personal information and passwords private, and know how to choose a secure password.</li> <li>Children understand appropriate and inappropriate use of the Internet including excessive use.</li> <li>Children recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.</li> <li>Children understand the need to respect the rights of other users and understand their own responsibility for information that is shared and how it may impact on others.</li> </ul> | <ul style="list-style-type: none"> <li>Children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</li> <li>Children understand how to use social networking websites appropriately, keeping an adult informed about their online activity.</li> <li>They make good choices when they present themselves online.</li> <li>Children recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks (including online gaming communities).</li> </ul> |
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|                 |                                                                                                                                                   |                                                                                                                                                   |                                                                                                                         |                                                                                                                         |                                                                                                                         | <ul style="list-style-type: none"> <li>Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</li> </ul> |
| Suggested Ideas | <ul style="list-style-type: none"> <li>Internet safety day</li> <li>Share Storybooks</li> <li><a href="#">ESUK E-Safety Curriculum</a></li> </ul> | <ul style="list-style-type: none"> <li>Internet safety day</li> <li>Share Storybooks</li> <li><a href="#">ESUK E-Safety Curriculum</a></li> </ul> | <ul style="list-style-type: none"> <li>Internet safety day</li> <li><a href="#">ESUK E-Safety Curriculum</a></li> </ul> | <ul style="list-style-type: none"> <li>Internet safety day</li> <li><a href="#">ESUK E-Safety Curriculum</a></li> </ul> | <ul style="list-style-type: none"> <li>Internet safety day</li> <li><a href="#">ESUK E-Safety Curriculum</a></li> </ul> | <ul style="list-style-type: none"> <li>Internet safety day</li> <li><a href="#">ESUK E-Safety Curriculum</a></li> </ul>                                                                                                      |

Needs:

- Android tablet in each class.
- Digital camera in each class.
- Class logons for Google (E.g 2DE pupil)
- A class Google account (e.g 1DE/2DE/3DE/4DE)