

<u>Year Group</u>	<u>NC Coverage</u>	<u>Unit Objective</u>	<u>Software</u>	<u>Possible Context</u> Please contextualise relative to MTP
EYFS	recognise common uses of information technology beyond school	Recognise where technology is used in the wider world. (traffic lights, railway signals, car park barriers, credit cards, telephones)		What is technology?
Year 1 and Year 2	<ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> <li>• 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.</li> </ul>	Recognise where technology is used in the wider world. (traffic lights, railway signals, car park barriers, credit cards, telephones, satellites, cables, computers)	-----	<ul style="list-style-type: none"> <li>• List all the different computers there are (car, phone, heating, thermostat)</li> <li>• Discovery journey - how many things in the school have to think for themselves?</li> </ul>

<p>Year 3 and Year 4</p>	<ul style="list-style-type: none"> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Use variety of search engines</p> <p>Refine search</p> <p>Use different browsers</p> <p>Favourites - saving</p> <p>Url's</p> <p>Different engine tools (images, videos, sound)</p> <p>Awareness of plagiarism</p> <p>Checking on two websites to check facts (save the tree octopus)</p> <p>How are results ranked?</p> <p>Technology around us - research.</p> <p>How do they work?</p>		<p>Internet work - Please be aware of e-safety policy</p>
<p>Year 5 and Year 6</p>	<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<p>What is the internet?</p> <p>What is the WWW?</p> <p>How do search engines work?</p> <p>How does the internet work?</p> <p>How is the internet connected?</p>		<p>Server- All staff - ICT- Schemes of work - IT in society.</p>