

ICT skills are taught covering 12 main areas. This areas include:

Word Processing/ Presentation/Publishing: A word processor converts computer data into visual information that we can understand or we can use for different purposes. It was a huge advance on the modern typewriter in that work did not have to be continually re-done due to mistakes. A Word Processor can be used for composing, editing, formatting and printing text. Word processing and desktop publishing can be used to communicate information in different formats e.g. personal and business letters, reports, leaflets, greeting cards, newspapers etc.

Animation/Video: Digital Video displays digital images in rapid succession and at a constant rate (measured in 'frames per second'. The bit rate and amount of pixels displayed determines the quality, size of output, and colour depth of the video. Digital Video can be manipulated and edited and can use multiple layers to create special effects and include audio (often up to 50% of the final output!). The highly editable nature of Digital Video makes it a useful medium for storytelling, animation, broadcasting and movie making.

Using sound: Many musical instruments (some digital), human voices and recording devices can be used to create and capture sounds. Audio editors can be used to compose record, edit, manipulate and enhance human voice and audio. Layers can be used to create symphonies, multi-tracks and special effects. Sound can establish mood, exaggerate actions, build suspense and add realism to presentations and movies (Note: very little background noise in a movie is recorded on location. The vast majority of background noises such as footsteps, traffic etc are added afterwards in a studio using special effects and often using props). The final soundtrack and final cut can be mixed and edited very carefully using a Digital Audio Workstation and Video Editing Suite.

Finding things out: The Internet and other electronic resources are widely used and readily accessible to hundreds of millions of people in many parts of the world. We live in a society where information is more accessible than it has ever been. The Internet and World Wide Web can provide practically instant information on most topics, and they have had a profound impact on the way ideas are formed and knowledge is created. On the Net, the Web (which is pages of information combined using hyperlinks and indexed in databases) can be searched using search engine keywords, and typically hundreds or thousands of pages can be found with some relation to the topic, within seconds. Never before in human history has so much free information been so readily available to so many people.

Spreadsheets: Raw data (or unprocessed information) can be represented in ways that are meaningful and can be communicated easily. For instance, a poll or survey can contain data from respondents that can be processed and analysed to become a report. The report becomes the information, which can sometimes be understood more easily if it is visual and not too detailed. Examples of this might be lists, graphs, pictograms or infographics.

Programming and Games: All web sites, computer programmes, apps and computer games are created using sequences of instructions (or commands) in computer code. Common programming languages are such things as Java, HTML, Python and Visual Basic. An algorithm is a sequence of instructions that the computer executes in a logical order and can be as simple as the instructions for a recipe or building some flat-pack furniture. It is unlikely that everyone can have a high aptitude for computer programming, but nonetheless it is advantageous to understand its purpose and relevance, grasp some underlying principles, and have some hands-on experience of using control and programming methods.

Esafety: Making children aware of the pros and cons of using online information. Agreeing a set of guidelines to be followed when using ICT equipment in school and embedding the childrens knowledge and understanding so safe practice is continued out of school.

Hoyland Common Primary School

ICT Curriculum      



Foundation Stage	<ul style="list-style-type: none"> To develop hand-eye co-ordination with the mouse To be able to click and select objects To move items on screen To select and use simple paint tools To become familiar with the keyboard. To know names of the: mouse, keyboard, monitor, screen, cursor, icon, printer. 			
ICT Area	Lower KS1	Upper KS1	Lower KS2	Upper KS2
Finding things out	<ul style="list-style-type: none"> I can open internet explorer. I can access the internet using favourites. I can use the search tool to find specific information. 	<ul style="list-style-type: none"> I can enter a URL to find a website. I can bookmark favourite sites. 	<ul style="list-style-type: none"> I can use a search engine to find information and realize the importance of choosing key words to find information efficiently. 	<ul style="list-style-type: none"> I can ensure the use of accurate information when researching. When researching I skim read and modify my search if needed.
Current Software	Internet Explorer, Safari, google			
Using Sound	<ul style="list-style-type: none"> I can record sounds using a computer program or iPad app. 	<ul style="list-style-type: none"> I can show confidence when using computer programs or apps to record sounds. 	<ul style="list-style-type: none"> I can access music files stored on Multimedia drive to include in my recording. I can export my recording as an MP3 file. 	<ul style="list-style-type: none"> I can use sound recording skills to present my learning in other areas. I can take on a role within the radio station.
Current Software	Podium, Audioboo, Garage Band, Radio station software (see animation)			
Word processing	<ul style="list-style-type: none"> I can open a new document. I can use the keyboard to enter text. I can save my document. I can print my work. I can use Save as to save changes. I can re-open a document. I can change the font. I can change the size of the font. I can change the colour of the font. I can use word art. 	<ul style="list-style-type: none"> I can change the layout of the text using the justification tab. I can change the page size. I can change the margins. I can use the spell check tool. I can use find and replace. I can cut, copy and paste within a document. I can cut copy and paste across documents. I can highlight text. I can use bullet points. I can insert a picture. I can use the undo/redo tab. 	<ul style="list-style-type: none"> I can edit a paragraph within my document. I can change the spacing of a document. I can edit the page layout. I can insert a table. I can use multi level lists within my document using bullet points. I can insert a picture and edit the layout using text wrap, forward and backward. 	<ul style="list-style-type: none"> I can edit the indents within my document. I can edit the header and footer. I can insert a hyperlink. I can insert page breaks. I can use previously taught skills effectively within my document.
Current Software	MS Word, Pages, notes,			
Presentation Software	<ul style="list-style-type: none"> I can open a new document. I can use the keyboard to enter text onto a slide. I can insert a new slide. I can insert a picture onto my slide. I can play my slide show. I can save my work. I can re-open my presentation. 	<ul style="list-style-type: none"> I can change the background colour of each slide. I can change the transition between each slide. I can add animation to my slides. 	<ul style="list-style-type: none"> I can insert a sound or music file into my presentation. I can insert a video file into my presentation. I can evaluate slides and recognize the features of a good design. I can use Smart notepad to present my ideas to an audience. 	<ul style="list-style-type: none"> I can use various multimedia programs to present my work. I can create hyperlinks to pages within presentations. I can evaluate multimedia pages and recognise the features of good page design to improve my own work. My work includes: Video, Images, Visual effects, Sound and Animation, to convey meaning and purpose.
Current Software	PowerPoint, SmartNotebook, KeyNote, Prezzi, Photostory.			

Publishing	<ul style="list-style-type: none"> I can find and open the comic strip app (or similar) I can insert text into a template. I can insert a picture into a template. 	<ul style="list-style-type: none"> I can open a new publisher document. I can open a template document. I can enter text. I can change font styles in my document. I can insert a text box and enter text. I can insert a picture box. I can use word art in my document. 	<ul style="list-style-type: none"> I can use the arrange tool to change the position of part of my document. I can format the background of my document. I can insert a new page into my document. I can edit the borders within my document (thickness and colour) I can use the shape tools. 	<ul style="list-style-type: none"> I can use publishing software to create documents for a given purpose/audience. My work includes: Video, Images, Visual effects, Sound and Animation, to convey meaning and purpose.
Current Software	MS Publisher, comic life, Brushes, Ibook creator			
Photos	<ul style="list-style-type: none"> I can take a photo using a digital camera. I can take a photo using the iPads. 	<ul style="list-style-type: none"> I can export pictures from the camera. I can import pictures into applications and documents. 	<ul style="list-style-type: none"> I can crop and resize my photos to fit a purpose. 	<ul style="list-style-type: none"> I can re-colour photos to create an effect.
Current Software	MS photo viewer/MS office, iphoto, Colour splash, Colour effect.			
Video	<ul style="list-style-type: none"> I can use exported photos in photo story (or similar software) as a video. 	<ul style="list-style-type: none"> I can use video recording equipment. I can use photo story (or similar software) to import my own photos. 	<ul style="list-style-type: none"> I can export my video onto the computer. 	<ul style="list-style-type: none"> I can edit my video recordings using iMovie (or similar editing software)
Current Software	ipad video software, Windows media player, Photo Story, imovie			
Animation	<ul style="list-style-type: none"> I can to create a short animation. use puppet pals app (or similar) 	<ul style="list-style-type: none"> I can plan my animation using a comic strip. I can use imotion app (or similar) to create a short animation. 	<ul style="list-style-type: none"> I can export my animation into iMovie. I can add sound to my animation using editing software. 	<ul style="list-style-type: none"> I can create an animation for an audience.
Current Software	Action Mobile, Imotion HD, Imovie, Morfo, Face Jacker, stop motion, puppet pals, story maker			
iPads	<ul style="list-style-type: none"> I can turn an iPad on. I can choose and start an app. I can use the home button to return to the home screen. 	<ul style="list-style-type: none"> I can use the volume control and mute buttons. I can use chosen apps to support my learning in curriculum areas. 	<ul style="list-style-type: none"> I can independently access the ipads to enhance my learning. I can return the ipads to charge. 	
Spreadsheets	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can use an on-screen calculator I can produce a graph using 2calculate (or similar software) I can enter labels into a cell I can enter numbers into a cell I can adjust column widths I can use colour to make spreadsheets clearer. I can copy cells 	<ul style="list-style-type: none"> I can change data in a cell. I can enter a formula to add the contents of 2 cells. I can use SUM to add up numbers in a row or column. I can copy a formulae to create a table. I can create graphs from my data. I use spreadsheets to collate and analyse information. I can create and use a spreadsheet for a purpose.
Current Software	MS Excel, Numbers			

E-safety	<ul style="list-style-type: none"> • I can navigate age appropriate websites • I know not everything on the internet is true • I understand people can communicate with other people online. • I can publish to a blog for others to view • I can follow HCPS e-safety rules • I understand the consequences if I do not act responsibly when using the internet or iPads. • I know not to give out my home address or any other information that could be used to identify me. • I know what to do if I see anything I am unhappy with or receive a message I do not like. • I know what to do if I find something inappropriate online. • 		<ul style="list-style-type: none"> • I am aware of rules and understand that they exist to help keep me safe when online. • I am aware of HCPS e-safety rules and adopt these when using the internet and other technologies. • I am aware of the consequences of not following the rules. • I know I should behave online as I would in the real world: respecting other peoples views. • I understand the concept of personal safety in real life and online life. • I understand the importance of keeping personal information private. • I can explore the difference in communicating face-to-face and online. • I can use new technologies showing responsible behaviours. • I am aware of the negative impact cyber bullying can have on it's victims and am aware of where I can go for help and advice if I need to. • I can explore the validity of information on the internet. • I can make sensible and considered judgments about whether or not to trust online content. 	
Current Software	<ul style="list-style-type: none"> • www.hectorsworld.com • www.nettysworld.com.au 		<ul style="list-style-type: none"> • www.bbc.co.uk/cbbc/help/safesurfing • www.cyberquoll.com.au • www.gridclub.com/teachers/t_internet_safety.html • www.kidsmart.org.uk • 	
Programming And Gaming	<ul style="list-style-type: none"> • I can explore a range of control toys and devices such as remote control toys and Bee-Bots • I can follow and create a series of simple instructions to move around a course • I can explore outcomes when buttons are pressed on a programmable device or icons/objects are clicked on a computer screen. • I have experiences of controlling other devices such as sound recording devices, music players, digital cameras, iPads, , Wiis, Xbox Kinect, Dance mats. • While navigating around a course on a computer I can predict what will happen once the next command is entered. 	<ul style="list-style-type: none"> • I can create a sequence of instructions to control a programmable device. • I can control a real or virtual device using appropriate buttons, make predictions and estimate distances and turns. • I have explored a range of control devices such as a sound recorders, cameras and other devices. • I can describe the use of controlling other devices through a sequence of commands such using Google maps to plan a route from home to school or setting up playlists in iTunes. • I know a programmable device needs to be given an instruction before it will work. 	<ul style="list-style-type: none"> • I can plan a sequence of instructions for a device using more complex commands. • I can solve problems with a real or virtual device. (identify errors in a sequence of instructions) • I can plan a set of instructions using standard programming notation (flow charts symbols) • I can create an instruction or set of instructions with the shortest number of commands to create a desired effect by using procedures. <p>Games</p> <ul style="list-style-type: none"> • I can combine commands for simple effects such as moving and turning a character • I can analyse code I have created and make alterations to it to improve the game and correct mistakes. • I can use graphics, sound etc. to make the game more engaging. 	<ul style="list-style-type: none"> • I can identify input and output devices in real life situations. • I can write a sequence of instructions to control input and output devices using real (if possible) or virtual on screen devices • I can apply my knowledge of control sequences in terms of inputs and outputs and draw simple flow diagrams to explain what is happening. • I can make outputs react to conditions met by inputs e.g. if it gets dark, turn lights on. <p>Games</p> <ul style="list-style-type: none"> • I can refine and combine procedures to solve more complex problems. • I can copy or repeat commands to make code as short as possible. • I can add conditions to events in a program e.g. if your car drives over an odd number, end the game • I can create a game for an audience considering level of difficulty. • I can refine a game based on audience feedback.
Current Software	<ul style="list-style-type: none"> • http://www.silvergames.com/light-bot • http://www.kodugamelab.com/ • http://scratch.mit.edu/ • App- My Logo, Daisy Dino 			