

Computing Curriculum INTENT

Our aim is to provide a high-quality computing education that can help pupils begin to use computational thinking and creativity to understand and interact with the world.

Computing has deep links with mathematics, science, and design technology, and provides tools our students can use to help them access information and learning across the curriculum.

The core of computing at Nethergate Academy is linked to our four drivers of Communication, Independence, Safety and Wellbeing, in which pupils are given opportunities to engage with technology in a sensory environment and progress to using technology to access learning.

Computing and Information Technology are essential tools for inclusion. They enable our students to use technology purposefully in ways that make the wider curriculum accessible, empower those with communication difficulties to engage with others and to fully include everyone in activities and learning.

In Computing, we learn about computers and modern technology, and how we use them.

Computers and technology are a part of our everyday life, and so it is important that students are as confident as possible with them. Computing is also important because it teaches us to solve problems and come up with new ideas.

Students should feel safe when using technology and the web. They begin to learn to speak out and stay safe, what their rights and responsibilities are, as well as how the law affects them.

Long Term Plan for Computing

	Informal	Semi-Formal	Express and Innovate
Communication	Students will be introduced to communication through AAC, gestures, signs and symbols to make choices and engage with a range of digitally based games and activities including simple cause and effect resources.	Students will communicate through speech and vocalisation, actions or movement to develop their skills in the use of touch screen, mouse and keyboard. They will use these skills to communicate with digital photography, video and words.	Students will communicate using appropriate software to express their ideas, thoughts and feelings. They will further their knowledge and understanding of social media and safe communication with others online as well as presentation of written and image-based information.
Independence	Students will independently engage with and discover touch screen, mouse and switch-controlled technology to play games and explore cause and effect in a sensory environment.	Students will independently recognise ways to digitally gather, manage and manipulate information. They will develop knowledge of software functionality to gather and present information.	Students will independently use search engines and apps to research topics of interest and create their own content and programs. They will access the internet for gaming, socialising and messaging. They will apply their knowledge of more complex software functions and use them to edit and record images and videos.
Safety	Students will safely engage with touch screens and switches supported by adults. They will be able to safely access apps and content suitable to their stage of development.	Students will develop their understanding of online identity and self-image. They will develop knowledge and understanding of what to do if they are upset or worried by what is said, written or shared online.	Students will use their knowledge of e-safety to speak out and stay safe. They will deepen their understanding of safe, respectful communication and safe use of personal information. Students will also explore the impact technology has on health, well-being and lifestyle.
Wellbeing	Students will learn to cooperate with staff and other students in staff led activities. They will learn to share resources and stop an action when told. They will also communicate verbally or using signs and symbols to express likes and dislikes.	Students will develop their ability to access, make and store photos, videos and music for their enjoyment and wellbeing. With support, they will develop skills to communicate with others safely using apps and video calls safely to maintain contact with friends and family.	Students will explore the impact technology has on health, well-being and lifestyle.

In **Computing**, pupils will be expected to know, understand and apply the following by the end of each learning stage;

EYFS Computing		
Informal	Develop	Express & Innovate
<p>Information & Communication</p> <ul style="list-style-type: none"> • Recognise surroundings on visual clip • Select an icon on a touchscreen (3x3 matrix) • Touch image on a screen • Touch keys, switches, mouse or rollerball • Track objects horizontally or vertically, operating switch at correct time • Track movement across a screen and react at points • Understand 1 to 1 correspondence between a switch press and an action • Work on a screen 	<p>Information & Communication</p> <ul style="list-style-type: none"> • Choose symbols in a computer program to create sound patterns • Click on the icon to start their favourite application • Control a program with the space bar • Control horizontal movement using a switch • Control vertical movement using a switch • Demonstrate an awareness that constant button/switch pressing may affect an outcome • Identify a printer symbol on a screen • Identify larger shape of two on computer screen • Identify smaller shape of two on computer screen • Identify that some equipment is plugged in • Input numerals to five on computer with support • Look for specific objects on a screen • Move an object across the screen • Press a switch to attract attention • Read numerals to five on a computer screen • State a clear preference for a form of access to technology, e.g. switch, touch screen or keyboard • Understand that a single action is complete, or that the whole activity is completed 	<p>Information & Communication</p> <ul style="list-style-type: none"> • Add text to a document • Ask for saved text or pictures to be retrieved • Change sounds on an electronic musical device • Choose the best application (from a limited choice) for their task • Choose to replay a video or audio recording • Create work that includes pictures and text • Enter their name on the computer • Explore computer software to create new sound patterns • Find named letters on a QWERTY keyboard • Identify the correct purpose of each switch • Indicate program they wish to use • Input numbers to five on computer correctly • Move the cursor around the screen using a mouse • Name objects with switches • Operate a remote-control toy • Press keys and the space bar on a keyboard to produce text • Press the play button on media player • Press the stop button on media player • Select applications using logo • Select from a four-box grid on a touch sensitive keyboard • Select from a six-box grid on a touch sensitive keyboard

		<ul style="list-style-type: none"> • Select from an eight-box grid on a touch sensitive keyboard • Use a graphics program, e.g. to create a picture • Use camera to take still and moving pictures • Verbalise what they want to search for • Work with a member of staff online
<p>Computer Science</p> <ul style="list-style-type: none"> • Use a control to make an object appear • Attempt to make 1 to 1 correspondence • Press buttons randomly to make an outcome e.g. lights • Press a control device with fingers (with support) • Press go on a floor turtle to make it move • Activate a switch to operate a device e.g. fan, monitor • Activate a switch to randomly generated audible prompts • Activate a switch to randomly generated visual prompts • Experience a range of access/control devices, e.g. finger button, foot pedal, touch screen, etc. • Operate control device in response to auditory prompt • Operate control device in response to visual prompt 	<p>Computer Science</p> <ul style="list-style-type: none"> • Choose between two switches to create preferred effects • Control an action to achieve desired result • Demonstrate understanding that each switch in a two-switch activity will trigger a separate action • Discover the use of a switch when it is offered by exploring to see how it operates • Input simple operations with some support, e.g. enters directions into a floor turtle • Recognise that certain actions produce predictable results and refines their actions to ensure better results • Repeat procedures • Respond to visual screen prompts • Understand that they need to push the switch at a particular point (in time or space) to achieve a desired result • Use two switches 	<p>Computer Science</p> <ul style="list-style-type: none"> • Complete an image or sound using a switch • Describe the effect of turning an object on or off • Explore the results of pressing a button on a robot • Give another person forward, backward and turn instructions to move from one point to another • Interact with a computer sequencing program • Move through simple maze on computer • Operate simple appropriate structured software • Physically follow 'forward', 'backward' and 'turn' instructions • Press a switch at the appropriate moment, e.g. to hit target • Press a switch to complete an image on a screen • Repeat switch pressing at appropriate time • Stop activating a switch when the action is complete • Use a single click of the mouse to select an object
<p>E-Safety</p> <ul style="list-style-type: none"> • Begin to use the term 'me' when referring to themselves • Communicate possession through the use of the terms 'yours' and 'mine' • Communicate who their friends are • Co-operate with a member of staff • Co-operate with a peer during a staff-led activity 	<p>E-Safety</p> <ul style="list-style-type: none"> • Communicate the terms 'I', 'you' and 'me' correctly • Communicate with peers co-operatively • Contribute to one-to-one discussion • Describe the information they can see onscreen, e.g. green house, little dog, numbers • Describe the result of their action 	<p>E-Safety</p> <ul style="list-style-type: none"> • Accept rules of the setting • Add their opinion to a discussion • Challenge another person's idea • Describe what they like or do not like • Explain the difference between right and wrong giving simple examples • Identify how they feel if someone copies them

<ul style="list-style-type: none"> • Demonstrate interest in movements onscreen and join in computing activity • Join in adult-led group activity • Nod, signs or use symbols in agreement to a suggestion or viewpoint of another • Remove themselves from unpleasant situations • Shake their head, signs, or uses symbols in disagreement to a suggestion or viewpoint of another • Share an activity with a peer on their own initiative • Share an activity with another person • Share the same central equipment source • Show an awareness of the purpose of equipment • Stop an action when told • Take turns in game with help from a member of staff • Use names of members of staff or their own family • Wait until asked to start an action • Work alongside a peer without support from a member of staff 	<ul style="list-style-type: none"> • Express an opinion with appropriate language • Identify behaviour that could be considered as right and wrong • Identify things they are not allowed to do • Identify things they can do • Interact with others in small group • Name people in their immediate family • Pause, showing consideration when offered an idea from member of staff or peer • Recognise that images on a monitor can represent reality, e.g. an apple • State how old they are 	<ul style="list-style-type: none"> • Identify ownership, e.g. of familiar items • Identify who they can speak to when either they or someone else are upset • Realise what they do affects others • State simply which applications they like using and why • Suggest a way they can share information with someone • Suggest who a stranger might be • Take part in a discussion with partner • Understands the term 'stranger danger'
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Cornerstones Main Project: EYFS;

Primary Computing		
Informal	Semi-Formal	Express & Innovate
<p>Image Pupils will discover using technological devices to communicate meaning e.g. selecting a preferred digital image to communicate a choice. Pupils will discover making selections to generate familiar preferred images.</p>	<p>Image Pupils will develop their knowledge & understanding of taking purposeful photographs using a range of devices including cameras and tablet technology. They will use drawing programs to create an image changing the colour</p>	<p>Image Pupils will deepen their knowledge & understanding of creating a digital image using different brush types, pen tools and effects. They will enhance digital images & photographs using crop, brightness, contrast and resize tools.</p>

<p>Pupils will discover that certain actions produce predictable results e.g. activating a shutter button on a camera.</p> <p>Pupils will discover the connection between control devices and information on screen e.g. pressing a specific icon.</p>	<p>and size of the selected pen tool.</p>	
<p>Film</p> <p>Pupils will discover using technological devices to communicate meaning.</p> <p>Pupils will discover making selections to generate familiar preferred videos.</p> <p>Pupils will discover that certain actions produce predictable results e.g. activating a play icon on a video.</p> <p>Pupils will discover the connection between control devices and information on screen e.g. pressing a specific icon.</p>	<p>Film</p> <p>Pupils will develop their knowledge & understanding of taking purposeful videos using a range of devices including cameras and tablet technology. They will be able to watch back videos they have taken.</p>	<p>Film</p> <p>Pupils will deepen their knowledge & understanding of sequencing images and clips, adding titles and transitions as well as cutting and trimming videos. They will add music and sound effects.</p>
<p>Sound</p> <p>Pupils will discover using technological devices to communicate meaning e.g. creating a specific sound to communicate a choice.</p> <p>Pupils will discover making selections to generate familiar preferred sounds.</p> <p>Pupils will discover that certain actions produce predictable results e.g. playing a pre-recorded noise on a recording device such as a sound button.</p> <p>Pupils will discover the connection between control devices and information on screen e.g. pressing a specific icon.</p>	<p>Sound</p> <p>Pupils will develop their knowledge & understanding of purposefully recording sounds using a range of recording devices. They will be able to manipulate their own voices and vocalisations using microphone tools.</p>	<p>Sound</p> <p>Pupils will deepen their knowledge & understanding of creating and editing a purposeful composition using music software e.g. using 2Compose or Audacity.</p>
	<p>Film - stop motion & green screening</p> <p>Pupils will develop their knowledge & understanding of creating a stop frame animation using an app on tablet technology with support.</p>	<p>Film - stop motion & green screening</p> <p>Pupils will deepen their knowledge & understanding of independently creating a stop</p>

	They will develop their knowledge & understanding of creating a 'false' background using green screen technology with support e.g. 2animate.	frame animation using an app on tablet technology. They will deepen their knowledge & understanding of independently creating a 'false' background using green screen technology e.g. 2animate.
	Presentation Pupils will develop their knowledge& understanding of using text, font, size and colour tools to manipulate presentations as well as moving images in to correct places on app/software.	Presentation Pupils will deepen their knowledge & understanding of: combining digital images from different sources to make a final image; using cut, paste and delete to organise and reorganise text on screen to suit a purpose; using font sizes and effects appropriately for audience & purpose.
	Research Pupils will develop their knowledge & understanding of using developmentally appropriate websites to access, view and gather information through adult modelling. They will use map software to view satellite and street view images of a place.	Research Pupils will deepen their knowledge & understanding of locating a web page using the URL, scanning search engine results to check URLs and evaluate a webpage's usefulness. They will save appropriate images from the internet for their work and copy notes on a topic from the internet.
	Control skills — touch screen & mouse Pupils will develop their knowledge & understanding of using a mouse or track pad on a computer to select icons or place the cursor in the desired location. They will use a touch screen to place the cursor or utilise a desired icon.	Control skills — touch screen & mouse Pupils will deepen their knowledge & understanding of using a mouse or touch screen to select, copy, paste and relocate images and passages of text.
	Input skills —typing Pupils will develop their knowledge & understanding of locating and entering single letters on a standard QWERTY keyboard and tying their own name. They will use the space bar to	Input skills —typing skills Pupils will deepen their knowledge & understanding of touch typing using index fingers on the keyboard, resting on home keys (f/j), left fingers for a s d f g, right fingers for hjkl and

	add spaces between words and use delete or backspace as required.	thumbs for the space bar. They will know to use the enter key for a new line and shift for a capital.
	<p>Data</p> <p>Pupils will develop their knowledge & understanding of data presented in pictograms and charts to find simple things out e.g. the favourite fruit of peers in the class.</p>	<p>Data</p> <p>Pupils will deepen their knowledge & understanding of using databases to generate bar charts and interpret data, adding a record to a file on a computer database and answering simple questions by sorting data. They will use the search tool in an online database e.g. online shopping.</p>
	<p>Saving and Retrieving</p> <p>Pupils will deepen their knowledge & understanding of opening and closing programs, recognising important icons including 'save' and 'new'.</p>	<p>Saving and Retrieving</p> <p>Pupils will deepen their knowledge & understanding of saving work on the school server, organising and naming it appropriately to be retrieved when needed.</p>
	<p>Coding</p> <p>Pupils will develop their knowledge & understanding of what coding is though developing their ability to programme a simple robot e.g. a BeeBot or 'Botley the Coding Robot'</p>	<p>Coding</p> <p>Pupils will deepen their knowledge & understanding of coding through utilising computer-based resources through Purple Mash to deepen their understanding of using code to control an object or item on screen.</p>
	<p>Evaluating</p> <p>Pupils will develop their knowledge & understanding of saying what software to use for a task and talking about own digital work e.g. share a photographs from a school trip to recall a past event. They will know when they have 'finished' and when to print, evaluating if it looks correct when printed.</p>	<p>Evaluating</p> <p>Pupils will deepen their knowledge & understanding of planning and keeping to a specific style or look for their work- are the fonts, colours, layout appropriate and effective for the content and audience e.g. don't use rainbow colours in a PowerPoint about the Remembrance Day.</p>
Cornerstones Main Project: Primary;		

Key Stage 3 Computing		
Informal	Semi-Formal	Express & Innovate
<p>What is a Computer?</p> <p>Key Skills</p> <ul style="list-style-type: none"> - Use different digital devices. - Recognise that you can access content on a digital device. - Use a mouse, touchscreen or appropriate access device to target and select options on screen. - Recognise a selection of digital devices. - Recognise the basic parts of a computer, e.g. mouse, screen, keyboard. - Select a digital device to fulfil a specific task, e.g. to take a photo. 	<p>What is a Computer?</p> <p>Key Skills</p> <ul style="list-style-type: none"> - Recognise a range of digital devices. - Select a digital device to fulfil a specific task, e.g. to take a photo. - Name a range of digital devices, e.g. laptop, phone, games console. - Log on to the school computer / unlock the school tablet with support. - Identify the basic parts of a computer, e.g. mouse, keyboard, screen. - Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer. - Open key applications independently. - Save and open files with support. - Add an image to a document from a given folder/source with support. 	<p>What is a Computer?</p> <p>Key Skills</p> <ul style="list-style-type: none"> - Recognise what a computer is (input > process > output). - Recognise that a range of digital devices contain computers, e.g. phone, games console, smart speaker. - Explain what the basic parts of a computer are used for. - Identify and use input devices, e.g. mouse, keyboard; and output devices, e.g. speakers, screen. - Open key applications independently. - Save and open files to/from a given folder. - Add an image to a document from a given folder/source. - Resize an image in a document. - Highlight text and use arrow keys. - Capture media independently (e.g. take photos, record audio).
<p>Presenting Information & Multimedia</p> <ul style="list-style-type: none"> - Use technology to explore and access digital content. - Operate a digital device with support to fulfil a task. - Create simple digital content, e.g. digital art. - Choose media to convey information, e.g. image for a poster. 	<p>Presenting Information & Multimedia</p> <ul style="list-style-type: none"> - Create digital content, e.g. digital art. - Choose media from a selection (e.g. images, video, sound) to present information on a topic. - Recognise that you can find out information from a website. - Recognise that you can edit digital content to change its appearance. 	<p>Presenting Information & Multimedia</p> <ul style="list-style-type: none"> - Create simple digital content for a purpose, e.g. digital art. - Recognise that we can use technology to record and playback audio or take and view photographs. - Apply edits to digital content to achieve a particular effect, e.g. emphasise part of a text. - Present ideas and information by combining media, e.g. text and images.

	<ul style="list-style-type: none"> - Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush. - Combine media with support to present information, e.g. text and images. 	<ul style="list-style-type: none"> - Explain that you can search for information on the internet. - Plan out digital content, e.g. a simple sketch or storyboard. - Identify the common features of digital content, e.g. title, images. - Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.
<p>Data</p> <ul style="list-style-type: none"> - Access content in a range of formats, e.g. image, video, audio. - Answer basic questions about information displayed in images e.g. more or less. 	<p>Data</p> <ul style="list-style-type: none"> - Recognise different forms of digital content, i.e. text, image, video and audio. - Collect simple data (e.g. likes/dislikes) on a topic. - Present simple data using images, e.g. number of animals. - Recognise charts and pictograms and why we use them. - Explain information shown in a simple chart or pictogram. - Modify simple charts/pictograms, e.g. add title, item or labels. - Identify the key features of a chart or pictogram. - Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart. 	<p>Data</p> <ul style="list-style-type: none"> - Identify different forms of digital content, i.e. text, image, video and audio. - Recognise charts, pictograms and branching databases, and why we use them. - Identify an object using a branching database - Recognise an error in a branching database. - Create a branching database using pre-prepared images and questions - Identify the features of a good question in a branching database. - Independently plan out and create a branching database. - Evaluate a given branching database and suggest improvements.
<p>Programming & Algorithms</p> <ul style="list-style-type: none"> - Explore technology. - Repeat an action with technology to trigger a specific outcome. - Recognise the success or failure of an action. - Follow simple instructions to control a digital device. - Recognise that we control computers. - Input a short sequence of instructions to control a device. 	<p>Programming & Algorithms</p> <ul style="list-style-type: none"> - Recognise that computers don't have a brain. - Explain that we control computers by giving them instructions. - Create a simple program e.g. to control a floor robot. - Create a simple algorithm. - Predict the outcome of a simple algorithm or program. 	<p>Programming & Algorithms</p> <ul style="list-style-type: none"> - Explain that computers have no intelligence and we have to program them to do things. - Create a program with multiple steps e.g. to control a floor robot. - Predict the outcome of an algorithm or program with multiple steps. - Recognise that the instructions in an algorithm need to be clear and unambiguous.

	<ul style="list-style-type: none"> - Explain what an algorithm is – a sequence of instructions to make something happen. - Recognise that the order of instructions in an algorithm is important. - Debug an error in a simple algorithm or program e.g. for a floor robot. 	<ul style="list-style-type: none"> - Identify and correct errors in a given algorithm or program and recognise the term debugging. - Explain what an algorithm is, and that when inputted on a computer it is called a program. - Plan out a program by creating an algorithm and evaluate its success.
<p>Digital Literacy</p> <ul style="list-style-type: none"> - Are aware that some online content is inappropriate. - Are aware that information can be public or private. - Know to tell an appropriate adult if they see something on the computer that upsets them. 	<p>Digital Literacy</p> <ul style="list-style-type: none"> - Use a simple password when logging on, where relevant. - Explain why we use passwords. - Recognise examples of personal information e.g. name, image. - Know who to tell if concerned about content or contact online. - Recognise that digital content belongs to the person who created it. - Talk about their use of technology at home. 	<p>Digital Literacy</p> <ul style="list-style-type: none"> - Remember a simple password to log onto the computer or a website. - Identify rules for acceptable use of technology in school. - Recognise what personal information is and the need to keep it private. - Recognise that spending a lot of time in front of a screen can be unhealthy. - Recognise that some information found online may not be true.
Cornerstones Main Project: Key Stage 3;		

Key Stage 4 Computing		
Informal	Semi-Formal	Express & Innovate
<p>Using ICT</p> <ul style="list-style-type: none"> 1 interact with ICT for a given purpose 1.1 recognise and use interface features 2 follow recommended safe practices 2.1 minimise the physical stress of seating, lighting and hazards 2.2 keep access information secure by 	<p>Using ICT</p> <ul style="list-style-type: none"> 1 interact with ICT for a purpose 1.1 use computer hardware 1.2 use software applications for a purpose 1.3 recognise and use interface features 2 follow recommended safe practices 2.1 minimise physical stress 	<p>Using ICT</p> <ul style="list-style-type: none"> 1 interact with and use ICT systems to meet given needs 1.1 use correct procedures to start and shutdown and ICT system 1.2 use input and output devices 1.3 use software applications to meet needs and solve given problems

<p>using password</p>	<p>2.2 keep access information secure by using password 2.3 understand the need to stay safe</p>	<p>1.4 recognise and use interface features 1.5 change simple software settings 2 store information 2.1 open and save files 2.2 know how to insert and remove media 3 follow safety and security practices 3.1 use and change passwords 3.2 minimise physical stress</p>
<p>Finding and selecting information 3 find given information from an ICT-based source 3.1 text message, voicemail and on-screen information</p>	<p>Finding and selecting information 3 use ICT-based sources of information 4 find specified information from ICT-based sources 4.1 use simple search facilities</p>	<p>Finding and selecting information 4 use simple searches to find information 4.1 search stored information 4.2 search web-based sources of information 5 select relevant information that matches requirements of given task</p>
<p>Developing, presenting and communicating information 4 enter and edit single items of information 4.1 identify and correct simple errors 4.2 label an image 5 use ICT-based communication 5.1 receive and open electronic messages</p>	<p>Developing, presenting and communicating information 5 enter and edit information for a simple given purpose 5.1 use simple editing and formatting techniques 6 bring together two given types of information 6.1 for print and viewing on-screen 6.2 identify and correct simple errors 7 use ICT-based communication 7.1 read, send and receive electronic messages</p>	<p>Developing, presenting and communicating information 6 enter and develop different types of information to meet given needs 6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome 6.2 insert and position graphics or other digital content to achieve a purpose 6.3 process numbers to meet need 7 bring together different types of information 7.1 for print and viewing on-screen 7.2 check for accuracy and meaning 7.3 check suitability of information 8 use ICT-based communication 8.1 read, send and receive electronic messages 8.2 use contacts 8.3 understand the need to stay safe and to respect others when using ICT-based communication</p>

6th Form Computing

Informal	Develop	Express & Innovate
<p>Interacting purposefully with ICT Be able to interact purposefully with ICT</p> <ul style="list-style-type: none"> • Using a one touch switch to communicate for example, saying 'hello' and giving their name • Using a neck switch to operate equipment for example, switching on a radio • Using a sound beam to create different sounds for example, moving around the beam to change and repeat sounds • Using a switch operated telephone for example, to listen to a 'phone message • Using a voice activated sound recorder for example, to record their voice for a drama production <p>Using an interactive whiteboard and music software for example, to explore the sounds made by different instruments.</p>	<p>Using ICT</p> <p>1 interact with and use ICT systems to meet given needs</p> <p>1.1 use correct procedures to start and shutdown and ICT system</p> <p>1.2 use input and output devices</p> <p>1.3 use software applications to meet needs and solve given problems</p> <p>1.4 recognise and use interface features</p> <p>1.5 change simple software settings</p> <p>2 store information</p> <p>2.1 open and save files</p> <p>2.2 know how to insert and remove media</p> <p>3 follow safety and security practices</p> <p>3.1 use and change passwords</p> <p>3.2 minimise physical stress</p>	<p>Using ICT</p> <p>1 identify the ICT requirements of a straightforward task</p> <p>1.1 use ICT to plan and organise work</p> <p>2 interact with and use ICT systems to meet requirements of a straightforward task in a familiar context</p> <p>2.1 select and use software applications to meet needs and solve straightforward problems</p> <p>2.2 select and use interface features effectively to meet needs</p> <p>2.3 adjust system settings as appropriate to individual needs</p> <p>3 manage information storage</p> <p>3.1 work with files, folders and other media to access, organise, store, label and retrieve information</p> <p>4 follow and demonstrate understanding of the need for safety and security practices</p> <p>4.1 demonstrate how to create, use and maintain secure passwords</p> <p>4.2 demonstrate how to minimise the risk of computer viruses</p>
<p>Obtaining information from an ICT-based source Take part in selecting information that can be found using an ICT source</p>	<p>Finding and selecting information</p> <p>4 use simple searches to find information</p> <p>4.1 search stored information</p> <p>4.2 search web-based sources of information</p> <p>5 select relevant information that matches requirements of given task</p>	<p>Finding and selecting information</p> <p>5 use search techniques to locate and select relevant information</p> <p>5.1 search engines, queries</p> <p>6 select information from a variety of ICT sources for a straightforward task</p>

<ul style="list-style-type: none"> • Working with support staff to select information to find out for example, favourite music, favourite foods, holiday • Choosing from a suggested list, information to find out for example, the results of a football match, the recipe for a snack • Choosing information needed for a project for example, house postcode to complete a form, the location of the local cinema for a leisure project <p>Use an ICT source to obtain the information</p> <ul style="list-style-type: none"> • Using a whiteboard and internet access to find information for example, information about a favourite singer or celebrity • Using a symbolised software programme to read an email for example, a note from a friend 		<p>6.1 recognise and take account of currency, relevance, bias and copyright when selecting and using information</p>
<p>Using ICT to record and edit information</p> <p>Be able to use ICT to record information</p> <ul style="list-style-type: none"> • Using a digital camera to take photographs for example, to record completed art work • Using a voice activated sound recorder for example, to record items on a shopping list • Using a writing with symbols programme to complete a piece of writing for example, a record of clothing to take on a residential visit <p>Be able to use ICT to edit information</p> <ul style="list-style-type: none"> • Using a whiteboard to delete information for example, deleting symbols in a short piece of text • Using a paintbrush software programme for example, changing the background colour on a piece of work • Using a sound software programme to edit information for example, an interview with a visitor to your centre 	<p>Developing, presenting and communicating information</p> <p>6 enter and develop different types of information to meet given needs</p> <p>6.1 enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome</p> <p>6.2 insert and position graphics or other digital content to achieve a purpose</p> <p>6.3 process numbers to meet need</p> <p>7 bring together different types of information</p> <p>7.1 for print and viewing on-screen</p> <p>7.2 check for accuracy and meaning</p> <p>7.3 check suitability of information</p> <p>8 use ICT-based communication</p> <p>8.1 read, send and receive electronic messages</p> <p>8.2 use contacts</p>	<p>Developing, presenting and communicating information</p> <p>7 enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks</p> <p>7.1 apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content</p> <p>8 use appropriate software to meet requirements of straightforward data-handling task</p> <p>8.1 process numerical data</p> <p>8.2 display numerical data in a graphical format</p> <p>8.3 use field names and data types to organise information</p> <p>8.4 enter, search, sort and edit records</p> <p>9 use communications software to meet requirements of a straightforward task</p>

	<p>8.3 understand the need to stay safe and to respect others when using ICT-based communication</p>	<p>9.1 read, send and receive electronic messages with attachments 9.2 demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication 10 combine information within a publication for a familiar audience and purpose 10.1 for print and for viewing on screen 10.2 check for accuracy and meaning 11 evaluate own use of ICT tools 11.1 at each stage of a task and at the task's completion</p>
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