



ICT - MEDIUM TERM PLAN - 2025/2026

RECEPTION

Topic	In this unit of work, children learn:-
Using a Computer	• what a keyboard is and find some of the relevant keys e.g to write their name • to know how to turn on and off the laptop • to be able to select the programme they want to use • to experiment with the software • to explore using a mouse keypad • to develop control using the mouse keypad • to develop basic mouse skills including clicking, moving and selecting • to develop mouse skills to include being able to click and drag.
All about instructions	• to follow instructions as part of practical activities and games • to give simple instructions to others to follow
Exploring Hardware	• to use different hardware – home, school etc • to take photographs for a specific use e.g evidence of their work/models/friends etc
Programming	• to programme BeeBots. • to follow simple instructions • to give simple instructions for other to follow. • to develop familiarity and vocabulary linked to programming • when completing a task debug when things go wrong
Introduction to Data	• to sort and categorise objects • to answer yes/no questions as an introduction into branching databases • to use the database to answer questions • to interpret a basic pictogram.
E-safety	• to communicate online – stranger danger, anonymity, trustworthiness • what to do if something they don't like is on their screen.



YEAR ONE

Topic	In this unit of work, children learn:-
E-safety	• implications of 'online'; emails; navigating websites; privacy. • nature of websites: accuracy, advertisements, inappropriate content • to communicate online – passwords, anonymity, trustworthiness
Multi Media & Word processing	• to know the keyboard • to select and add images, sounds, graphics, captions, layouts
Digital Media & graphics	<i>Graphics</i> • to use a paint package to create artwork • to save and print <i>Music and Sound</i> • to explore electronic music, sound devices and software • to select and create own music or soundscape
Control	• to follow and give instructions to move on screen around a course • to extend control skill to other devices (recording, camera, <i>etc.</i>)
Communication and Collaboration	<i>Messaging</i> • to compare electronic with traditional forms of written communication • to respond to an electronic message <i>Publishing</i> • to create a class blog, forum or webpage, adding graphics and sound • to decide who should be able to access this from home.
Data	• use sorting or grouping programs • explore pictograms and other ways of illustrating data



YEAR TWO

Topic	In this unit of work, children learn:-
E-safety	• to understand implications of 'online'; emails; navigating websites; privacy. • to understanding nature of websites: accuracy, advertisements, inappropriate content • to communicate online – passwords, anonymity, trustworthiness
Multi Media & Word processing	• to type text; edit, save, print, retrieve, insert and amend • to select and use graphics, video and sound to enhance
Digital Media & graphics	<i>Digital imagery</i> • to edit image quality, enhance by, <i>e.g.</i>, cropping, recolouring <i>Animation</i> • to create a sequence of still images to form an animation which illustrates a story or idea
Programming	<i>Control; Move the Turtle</i> • to generate instruction sequences to create geometric shapes, patterns • ditto to move floor robots in required directions
Communication and Collaboration	<i>Messaging</i> • to compare, discuss and evaluate different ways of e-communication <i>Publishing</i> • to discuss value and ways of sharing information with a wider audience
Data	• to use graphic package to record own information • to appreciate value of ICT-based data handling • to understand nature of a branching database: <i>i.e.</i> yes/no answers only



YEAR THREE

Topic	In this unit of work, children learn:-
E-safety	• <i>online research</i>: differing search engines, authenticity and use of information, unwanted advertising, safesearch, acknowledging sources, copyright, plagiarism • <i>communication and collaboration</i>: variety of platforms, appropriate language, email attachments, social networking, privacy, uncomfortable communication • <i>e-awareness</i>: cyberbullying, passwords, communication by unknown source
Multi Media & Word processing	• enhance text using fonts, text boxes, borders, etc.
Digital Media & graphics	<i>Music and Sound</i> • locate, record, save and retrieve sounds, using software
Programming	<i>SCRATCH</i> • to create an animation with background and sprite <i>LOGO</i> • to write a practical program to produce lines or geometric patterns
Data	<i>Databases</i> • to collect, evaluate and store data • to convert to, <i>e.g.</i>, bar charts, to provide answers to relevant questions
Communication and Collaboration	• to discuss, evaluate and use internet messaging; publish, follow and interact with blogs; develop and use more sophisticated methods for both



YEAR FOUR

Topic	In this unit of work, children learn:-
E-safety	• <i>online research</i>: differing search engines, authenticity and use of information, unwanted advertising, safesearch, acknowledging sources, copyright, plagiarism • <i>communication and collaboration</i>: variety of platforms, appropriate language, email attachments, social networking, privacy, uncomfortable communication • <i>e-awareness</i>: cyberbullying, passwords, communication by unknown source
Multi Media & Word processing	• to enhance text by, <i>e.g.</i> inserting photographs
Digital Media & graphics	<i>Music and Sound</i> • to plan, script and record a radio programme
Programming	<i>SCRATCH</i> • to create a simple game with a sprite <i>KODU</i> • to create a virtual world with a moveable sprite
Data	<i>Graphing</i> • to use and evaluate different graphing packages on collected data <i>Branching Databases</i> • to study, create and use a branching database to analyse data
Communication and Collaboration	• to discuss, evaluate and use internet messaging; publish, follow and interact with blogs; develop and use more sophisticated methods for both



YEAR FIVE

Topic	In this unit of work, children learn:-
E-safety	• <i>online research</i>: differing search engines, authenticity and use of information, unwanted advertising, safesearch, acknowledging sources, copyright, plagiarism • <i>communication and collaboration</i>: variety of platforms, appropriate language, email attachments, social networking, privacy, uncomfortable communication • <i>e-awareness</i>: cyberbullying, passwords, communication by unknown source
Multi Media & Word processing	• present enhanced text for a specific audience
Digital Media & graphics	<i>Digital imagery</i> • to plan and record a video, using cinematic techniques <i>Music and Sound</i> • to collect, import, record and edit sounds from different sources
Programming	<i>KODU</i> • to enhance a virtual world with multiple characters, different camera angles, <i>etc.</i> <i>SMALL BASIC</i> • to use basic language and commands
Data	<i>Modelling and Simulation</i> • to navigate a spreadsheet using basic functions • to create and use a spreadsheet for a practical purpose <i>Data logging</i> • to plan and carry out an investigation using data logging technology
Communication and Collaboration	• discuss, evaluate and use internet messaging; publish, follow and interact with blogs; develop and use more sophisticated methods for both



YEAR SIX

Topic	In this unit of work, children learn:-
E-safety	• <i>online research</i>: differing search engines, authenticity and use of information, unwanted advertising, safesearch, acknowledging sources, copyright, plagiarism • <i>communication and collaboration</i>: variety of platforms, appropriate language, email attachments, social networking, privacy, uncomfortable communication • <i>e-awareness</i>: cyberbullying, passwords, communication by unknown source
Multi Media & Word processing	• present enhanced text for a specific audience
Digital Media & graphics	<i>Digital imagery</i> • to plan and record a video, using cinematic techniques
Programming	<i>PYTHON - small basics</i> • to use basic language and commands <i>HTML</i> • to create formatted page with pictures, hyperlinks, <i>etc.</i>
Data	<i>Databases</i> • to collect, organise, interpret and draw conclusions from a database to solve a specific problem. • to present and justify findings to an audience <i>Simulation</i> • to identify and enter formulae into a spreadsheet to create tables of results, draw graphs and answer specific questions
Communication and Collaboration	• to discuss, evaluate and use internet messaging; publish, follow and interact with blogs; develop and use more sophisticated methods for both