

**Basic Skills Policy**

**Mansfield Primary Academy**

**EYFS expectations**

Learning about technology starts from birth because it’s the way the world works today. Technology is an integral part of all young children’s environment and world. They are surrounded by technology just as they are surrounded by language, print and numbers. In the home, technology includes remote controls for television, DVDs and sound systems, toys that have buttons and buzzers, mobile phones, washing machines, microwave ovens and other machines that require programming, and of course, computers and mobile devices such as iPads. Outside the home, children are also immersed in the technological world: they see automatic doors, cash machines, bar code scanners, digital tills and weighing machines, and security cameras. Technology is something children are going to grow up with, learn about and master, and use as a tool to increase their understanding in all areas of learning.

Many activities in the early years revolve around children developing an understanding of their environment. Settings encourage children to explore, observe, solve problems, predict, discuss and consider. ICT resources can provide tools for using these skills as well as being examined, with computers not the only resources. ICT equipment added to role-play reflects the real world, builds on children’s experiences and allows them opportunities to understand how, why, when and where different forms of technology are used in everyday life.

Early experiences form a foundation upon which KS1 and KS2 can build and the current early learning goals have specific objectives relating to ICT. As part of continuous provision and when instructed to use by an adult with supervision or when requested to be used by the child, across a variety of platforms.

Skills across using the IT system:

If asked by a child, adult will supervise the children in logging on and use of apps within airhead – (statement 40-60+ months – completes a simple program on a computer)

Children should be shown how to open the apps within airhead and how to interact with them, and when showing an interest to use this independently should be assisted in logging on.

Children should have access to a variety of IT equipment, tablet, computer, camera, bee bots, tills, talking tins, sound buttons and a variety of real-life equipment such as washing machines and microwaves etc and know the uses of each of them.

Children should be able to experience typing/writing on a computer or touch screen device. Such as on apps like writing repeater within airhead. This also has a simplistic save version - so the children, with adult supervision, can begin to learn to save and open documents.



Children should be exposed to a variety of different apps and websites by the time that they leave EYFS and know that different apps will serve different purposes and functions and be able to begin to choose the correct app for the functionality required.

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|  | Year1 | Year2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Basic Skills | Logging in and out of a computerSaving in a personal OneDriveOpening documentKnowing what an email isOpening email appOpening a link from email (Forms)Use a search engine for a purposeKnowing the safe site - padlock | Begin to choose own name for a documentUnderstanding what an email is and when to use themWhole class shared writing of an email – subject box etc | Choose appropriate name for document Delete documentWriting an email – use of subject and formality of languageBegin touch typing | Changing password when instructed to do soAppropriately naming documentsEmailing – use of cc, attaching documents, opening and saving documents Increase speed of touch typing | Creating, changing and recording own passwordsMoving files between foldersSearching emailsKnowing that you can password protect emailsIncrease speed of touch typing – to reflect length of work expectation | Using distribution groups for emailFiltering the mailProtecting emails with a passwordIncrease speed of touch typing |
| Core Skills | Printing when appropriateTyping simple sentences with capital letter and full stopInserting image from given shared folder (teacher choice) | Awareness of what is appropriate to print- begin to make this decisionBegin to access the shared class group to open documents | Using print preview to check the look of the documentBeginning to change font/size and layout of the document according to purposeUse of shift for capital letter and symbols  | Knowing the formatting for the selected audienceImages- resizing, formatting, wrapping text  | Printing settings – eg double sided | Inserting a hyperlink |
| Word | Finding keys on a keyboard – space bar/caps lock/full stopAlternating between upper and lower caseChanging size and colour of the font | Use of return key, backspace, deleteInsert word artSpell checkInsert online picture using search facilityChange the fontCopy and paste | Use of bullet pointsUse of inserting a borderChoosing correct orientation of the pageInsert a text box and format it.  | Use of a thesaurus/synonymsMargins on a page – e.g. smaller for a posterInserting columns for newspaper reportUse of shortcuts for copy and paste | Choosing own page design and layout to suit the purposeInsert header/footerInsert a tableHighlighting main points | Applying multiple page layouts and designs within one document.Applying skills previously taught into a project with a purposeHyperlinks |
| Excel | Know the symbolPut numbers in a cellEnter a simple chart (linked with tally chart)Save the document | Open a saved fileCreate a tally chart with a title | Add additional sheets/rename themBasic formula – addingWrap the text in a cellUse of editing barClear fields of information – to read and inputBorders around the cells.  | Setting print areasKnowing how to add a chart and graphInserting and deleting columns and rowsOrientation of the text | Reading, interpreting and understanding dataInputting dataFormula – sum of cells, add/subtract, multiply/divideInserting bar and pie chartsSorting cells – a-zFormatting cells to 2 decimal places | Advanced formula across sheetsMaking scatter graphAdvanced sorting of columnsFormatting number, date etcConditional formatting, adding rules for creation of multiplication games |
| Power Point | Insert textInsert given picturesChange the background colourInsert new slide | Edit a given template – adding pictures and textEdit the titleBegin to explore slide transitions | Adding correct format of slidesChanging order of slidesStarting a slide show | Basic transitionsBasic animationsKnowing that you need to click space bar for these animations | Creating full presentations with timingsAdd notes for presenting Add audioShortcuts, e.g. enter to add a new slide | Create multi-path presentation Use timings and buttons with hyperlinksInserting multimedia, video and audio |