

Forward Plan: ICT

Outcome: Developing ICT Capability	Level	Exemplification of Strand	Attainment Target		Assessment	Evaluation
Strand Using the Technology	A	The computer interface	Use a mouse to point/click, and navigate through suitable applications		Successful navigation of website	
	A	Hardware and responsible use	Start up/shut down computer			
	A	Computer peripherals	Use keyboard to enter familiar words and phrases			
	B	The computer interface	Use menus and further mouse controls			
	B	Hardware and responsible use	Start and close an application			
Strand Searching and researching	A/B	Where to search	Recognise that information is available electronically Access websites with support		Via the observation of techniques and routine use of the site	
	A	How to search	Look at websites with teacher help			
	A/B	How to extract information	Discuss important features of the site and begin to use extracted information			
	A	How to evaluate results	Ask questions and check information from a variety of sources			
Strand Creating and presenting	A/B	Graphic manipulation	Confidently use features and demonstrate ability to change attributes: <ul style="list-style-type: none"> • fill shapes using colour and pattern • reposition graphics 		Evidence from design task	

Forward Plan: Knowledge and Understanding

Page	Level	Strands	Attainment Target	Pupil Experiences	Assessment	Evaluation
What	A	Needs and how they are met.	Talk about some everyday needs and the things that are made to meet these.	Matching fabrics/clothes to weather conditions.	Successfully matching items	
What	A	Resources and how they are managed.	Talk about how materials can be used or changed for specific purposes.	Design T-shirt (finished T-shirt design can be printed).	Completion of T-shirt	
Where	B	Processes and how they are applied.	Give example of sequences through which some familiar products are made.	Pupils view manufacture process then match raw material to end-product in game of snap.	Successfully matching items.	
When	B	Processes and how they are applied.	Give examples of sequences through which some familiar products are made.	Sequencing design process.	Completion of sequencing activity.	
Why	B	Needs and how they are met.	Describe how some everyday needs are met by familiar and new products.	Pupils learn about specialised clothing then select suitable items to dress a fire fighter and builder.	Successful dressing of fire fighter and builder.	

Skills in technology

Page	Level	Strand	Attainment Target	Pupil Experiences	Assessment	Evaluation
All sections	A	Preparing for tasks.	<ul style="list-style-type: none"> ◆ Talk about what might be done to solve a practical problem. ◆ Follow a simple plan. 	<ul style="list-style-type: none"> ◆ Matching fabric to weather condition. ◆ Sequence design process ◆ Design T-shirt 	Successful completion of activity.	
All sections	A	Carrying out tasks	<ul style="list-style-type: none"> ◆ Use ideas and suggestions to try out possible solutions to a brief practical task ◆ Show awareness, in their work, of any specific requirements. 	<ul style="list-style-type: none"> ◆ Matching fabric to weather condition ◆ Design a T-shirt ◆ Dress fire fighter and builder 	Successful completion of activity.	
All sections	A	Reviewing and reporting on tasks	<ul style="list-style-type: none"> ◆ Comment on the outcome of their work in relation to given requirements, and by comparing with the work of peers. 	<ul style="list-style-type: none"> ◆ Design a T-shirt 	Successful completion of activity.	

Developing Informed Attitudes

Page	Level		
All sections	A/B	A commitment to learning	Enjoyment of their practical work and of it being worth doing well, working alone, together and how each can help achieve solutions to problems.
All sections	A/B	Respect and care for self and others	The notion that ideas and solutions, which although satisfy some, might be unacceptable to others.
All sections	A/B	Social and environmental responsibility	The interplay between meeting people's needs through the use of materials.