

Knowledge and Skills Progression Document

Computing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1) Digital Literacy and E-Safety	<p>a) Able to position themselves at the computer with the correct posture, back straight and feet flat on the floor.</p> <p>b) Can safely use and hand computers/laptops/tablets avoiding common hazards.</p> <p>c) Learn the position of keys on a QWERTY keyboard.</p> <p>d) Learn how to correctly position your fingers on the keyboard.</p> <p>e) Begin to develop fluency with typing appropriate words for age group.</p> <p>f) Able to confidently login and out of different technology and software.</p> <p>g) Can save and locate files on a variety of devices with support.</p> <p>h) I can keep my password private.</p> <p>i) I can tell you what personal information is.</p> <p>j) I can tell an adult when I see something unexpected or worrying online.</p>	<p>a) Be able to save text/sound files.</p> <p>b) Navigate around text in a variety of ways i.e. back space, arrow keys or mouse.</p> <p>c) Use the mouse or arrow keys to insert words and sentences.</p> <p>d) Use keyboard shortcuts to copy and paste.</p> <p>e) Save, print, retrieve and amend their work.</p> <p>f) I can explain why I need to keep my password and personal information private.</p> <p>g) I can describe the things that happen online that I must tell an adult about.</p> <p>h) I can talk about why I should go online for a short amount of time.</p> <p>i) I can talk about why it is important to be cautious, kind and polite online and in real life.</p> <p>j) I know that not everyone is who they say they are on the internet.</p>	<p>a) Create, open and save an evidence blog using Seesaw.</p> <p>b) Use snipping/ screenshot tools to capture an image on a screen and save as an image to the device.</p> <p>c) Log on to a laptop or device without assistance.</p> <p>d) I can talk about what makes a secure password and why they are important.</p> <p>e) I can protect my personal information when I do different things online.</p> <p>f) I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>g) I can recognise websites and games appropriate to my age.</p> <p>h) I can make good choices about how long I spend online.</p> <p>i) I know I must ask an adult before downloading files and games from the internet.</p>	<p>a) I can choose a secure password when I am using a website.</p> <p>b) I can talk about ways I can protect myself and my friends from harm online.</p> <p>c) I can use the safety features of websites as well as reporting concerns to an adult.</p> <p>d) I know that anything I post online can be seen by others and I cannot always remove.</p> <p>e) I choose websites and games that are appropriate for my age.</p> <p>f) I can help my friends make good choices about the time they spend online.</p> <p>g) I can talk about why I need to ask a trusted adult before downloading files and games from the internet.</p> <p>h) I can comment positively and respectfully online</p> <p>i) I can understand what copyright is and respect others work.</p>	<p>a) Create, locate and save files on a network to folders independently.</p> <p>b) I protect my password and other personal information.</p> <p>c) I can explain why I need to protect myself and my friends and the best ways to do this.</p> <p>d) I know that anything I post online can be seen, used and may affect others.</p> <p>e) I can talk about the dangers of spending too long online and playing games.</p> <p>f) I can explain the importance of communicating kindly and respectfully.</p> <p>g) I can discuss the importance of choosing an age-appropriate website or game.</p> <p>h) I can explain why I need to protect my computer or device from harm.</p> <p>i) I know which resource on the internet I can download and use.</p> <p>j) I understand what copyright is and respect others work.</p>	<p>a) I protect my password and other personal information.</p> <p>b) I can explain the consequences of sharing too much information about myself online.</p> <p>c) I support my friends to protect themselves and make good choices online.</p> <p>d) I can explain the consequences of spending too much time online or on a game.</p> <p>e) I can explain the consequences to myself and others of not communicating kindly and respectfully.</p> <p>f) I can protect my computer or device from harm.</p> <p>g) I know and understand how to use privacy settings.</p> <p>h) I know and understand how to use privacy settings.</p> <p>i) I know how to protect my online identity.</p> <p>j) I understand that some people online may want to damage my computer or my identity.</p> <p>k) I know that there are fake profiles online.</p>

	<p>k) I can talk about why it's important to be kind and polite.</p> <p>l) I can recognise appropriate websites.</p> <p>m) I can agree and follow computing code of conduct rules.</p>		<p>j) I can post positive comments online.</p> <p>k) I know the impact negatives comments can have online.</p>	<p>j) I know I must ask permission before taking photographs of people.</p> <p>k) I know I must not share my location online.</p>	<p>k) I know I must ask permission before taking photographs of people.</p>	
2) Programming	<p>a) To identify each button a programmable toy and understand what action is undertaken when a button is pressed.</p> <p>b) Give and follow precise commands and instructions to navigate other children/ themselves/ programmable toys around a course, including straight and turning movements.</p> <p>c) Plan, generate and follow a sequence of instructions to make something happen, or to complete a given task or problem.</p> <p>d) Describe what actions are needed for a particular task and begin to use the word algorithm.</p> <p>e) Understand that a number of different algorithms will often</p>	<p>a) Know what an algorithm is and can express simple algorithms using directional symbols.</p> <p>b) Understand why algorithms are useful for solving a wide range of problems and that we use algorithms everyday.</p> <p>c) Know that computers need precise instructions.</p> <p>d) Understand that programs respond to inputs to carry out actions.</p> <p>e) Use different kinds of inputs in programming i.e. key press, mouse click, tap on sprite, automated start condition etc.</p> <p>f) Use logical reasoning to predict the behaviour of programs.</p>	<p>a) Explore the effects of changing variables in models and simulations.</p> <p>b) Plan, test and evaluate programs that solve specific problems using programmable devices.</p> <p>c) Create a flowchart that outlines the instructions and order for a program.</p> <p>d) Use sequences of commands to control physical devices using outputs.</p> <p>e) Create programs that implement algorithms to achieve specific goals.</p> <p>f) Use and debug programs to control physical devices.</p>	<p>a) Write programs that accomplish specific goals.</p> <p>b) Read what a sequence in a program does.</p> <p>c) Use logical reasoning to predict outputs.</p> <p>d) Design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals.</p> <p>e) Create programs that implement algorithms to achieve specific goals.</p> <p>f) Debug programs that accomplish specific goals through self and peer assessment.</p> <p>g) Use logical reasoning to detect and correct errors in programs.</p> <p>h) I can demonstrate that users can develop their own programs by creating a simple</p>	<p>a) Design a program to accomplish specific tasks or goals.</p> <p>b) Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p> <p>c) Refine a procedure using repeat commands to improve a program.</p> <p>d) Change an input to a program to achieve a different output.</p> <p>e) Use 'if' and commands to improve a program.</p> <p>f) Use logical reasoning to detect and debug mistakes in a program.</p> <p>g) I can execute, check and change programs.</p> <p>h) I can explain that computers need precise instructions.</p>	<p>a) Use repetition and selection in programs.</p> <p>b) Use variables in programs.</p> <p>c) Use procedures in programs.</p> <p>d) Design and create programs using decomposition.</p> <p>e) Design programs to accomplish specific tasks or goals.</p> <p>f) Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.</p> <p>g) Create a program for a specific task or goal using advanced coding language.</p> <p>h) I can execute, check and change programs.</p>

<p>solve the same problem.</p> <p>f) Begin to understand that sequence (order) is important when devising algorithms and programming devices.</p> <p>g) Write programs successfully to create movement on-screen.</p> <p>h) Begin to identify errors and debug them.</p> <p>i) Record outcomes to aid with identifying errors in instructions.</p> <p>j) Demonstrate that users can develop their own programs by creating a simple program in an environment that does not rely on text.</p> <p>k) Execute, check and change programs.</p> <p>l) Express simple linear (non-branching) algorithms symbolically and begin to use the work 'algorithm'.</p> <p>m) Give and follow precise commands and instructions to navigate other children and/ or myself.</p>	<p>g) Predict what will happen in an algorithm or program they may not have written themselves.</p> <p>h) Execute a program, observe the results and carefully spot errors and be able to debug them.</p> <p>i) Know how programs specify the function of a general-purpose computer.</p> <p>j) Demonstrate that users can develop their own programs by creating a simple program in an environment that does not rely on text.</p> <p>k) Execute, check and change programs.</p> <p>l) Express simple linear (non-branching) algorithms symbolically, thus understanding what an algorithm is.</p> <p>m) Explain that computers need precise instructions.</p>	<p>g) Use logical reasoning to predict outputs.</p> <p>h) Demonstrate that users can develop their own programs by creating a simple program in an environment that does not rely on text.</p> <p>i) Execute, check and change programs.</p> <p>j) Express simple linear (non-branching) algorithms symbolically, thus understanding what an algorithm is.</p> <p>k) Explain that computers need precise instructions.</p> <p>l) Detect and correct errors, i.e. debugging in algorithms.</p> <p>m) Understand that sequences of instructions are used to control computing technology.</p>	<p>program in an environment that does not rely on text.</p> <p>i) I can execute, check and change programs.</p> <p>j) I can express simple linear (non-branching) algorithms symbolically, thus understanding what an algorithm is.</p> <p>k) I can explain that computers need precise instructions.</p> <p>l) I can detect and correct errors, i.e. debugging in algorithms.</p> <p>m) I can design simple algorithms using loops and selection i.e. if statements.</p> <p>n) I can declare and assign variables.</p> <p>o) I can understand that sequences of instructions are used to control computing technology.</p> <p>p) I can develop a sequence of instructions and run them using programmable devices or equipment.</p> <p>q) I can use logical reasoning to predict outputs.</p>	<p>i) I can detect and correct errors, i.e. debugging in algorithms.</p> <p>j) I can design simple algorithms using loops and selection i.e. if statements.</p> <p>k) I can design solutions (algorithms) that use repetition and two-way selection, i.e. if, then and else.</p> <p>l) I can use diagrams to express solutions.</p> <p>m) I can declare and assign variables.</p> <p>n) I can understand that sequences of instructions are used to control computing technology.</p> <p>o) I can develop a sequence of instructions and run them using programmable devices or equipment.</p> <p>p) I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p>	<p>i) I can explain that programs execute using precise instructions.</p> <p>j) I can express simple linear algorithms symbolically.</p> <p>k) I can detect and correct errors, i.e. debugging in algorithms.</p> <p>l) I can design simple algorithms using loops and selection i.e. if statements.</p> <p>m) I can design solutions (algorithms) that use repetition and two-way selection, i.e. if, then and else.</p> <p>n) I can use diagrams to express solutions.</p> <p>o) I can declare and assign variables.</p> <p>p) I can use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an is, then and else statement.</p> <p>q) I can understand that sequences of instructions are used to control computing technology.</p>
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	<p>n) Plan, generate and follow a sequence of instructions to make something happen, or to complete a given task or problem.</p> <p>o) Begin to understand that sequencing is important when devising algorithms.</p> <p>p) Write programs successfully to create movement on-screen.</p> <p>q) Begin to identify and debug errors.</p>	<p>n) Explain that programs respond to inputs to carry out actions.</p> <p>o) Use different kinds of inputs in programming.</p> <p>p) Predict what will happen in an algorithm I have not written myself.</p> <p>q) Carefully spot errors and debug them by executing a program and observing the results.</p>	<p>n) Develop a sequence of instructions and run them using programmable devices or equipment.</p> <p>o) Use logical reasoning to predict outputs.</p> <p>p) Begin to explore the effects of changing variables in simulations.</p>	<p>r) I can debug programs that accomplish specific goals through self and peer assessment.</p> <p>s) I can use logical reasoning to detect and debug errors in programs.</p>	<p>q) I can use logical reasoning to detect and debug errors in programs.</p>	<p>r) I can develop a sequence of instructions and run them using programmable devices or equipment.</p> <p>s) I can use repetition and selection in programs.</p> <p>t) I can design and create programs using decomposition.</p> <p>u) I can design programs to accomplish specific tasks or goals.</p> <p>v) I can use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.</p>
<p>3) Technology in Our Lives</p>	<p>a) Be aware of obvious uses of IT in and beyond school.</p> <p>b) Understand that most computers, tablets and phones can be considered a computer.</p> <p>c) Understand how to use different hardware including computers, mouse, keyboard etc.</p> <p>d) Be able to logon to a computer network and understand the reasons why we do this.</p>	<p>a) Understand some of the things that people do with computers at work and at home.</p> <p>b) Have a growing awareness of things in and beyond the home that have some kind of computer in them i.e. washing machine, microwave etc.</p> <p>c) Recognise different features and uses of technologies.</p> <p>d) Recognise that choices are made when using IT.</p>	<p>a) Understand that the Internet is a collection on computers (servers) joined together across the world (WWW: world wide web).</p> <p>b) Be able to save and successfully retrieve work to a variety of locations including the school network, online and locally to a device, understanding the reasons for saving in different places.</p> <p>c) Understand the function of different externally visible parts of</p>	<p>a) Understand the differences between the Internet and the world wide web (WWW).</p> <p>b) Understand the basic structure of the school network, how it is connected and the services that are a part of it i.e. printing, scanning, internet via server etc.</p> <p>c) Describe how networks are physically connected to other networks.</p> <p>d) Recognise how network devices make up the Internet.</p>	<p>a) I can explain that systems are built using a number of parts.</p> <p>b) I can describe that a computer system features inputs, processes, and outputs.</p> <p>c) I can explain that computer systems communicate with other devices.</p> <p>d) I can identify tasks that are managed by computer systems</p>	<p>a) I can complete a web search to find specific information.</p> <p>b) I can refine my search.</p> <p>c) I can compare results from different search engines.</p> <p>d) I can explain why we need tools to find things online.</p> <p>e) I can recognise the role of web crawlers in creating an index.</p>

<p>e) Understand how to open work from a shared drive, network or web space and understand the reasons why this is sometimes necessary.</p> <p>f) Create rules for using technology responsibly.</p>	<p>e) Begin to explain how and why we choose different devices for different purposes.</p> <p>f) Begin to familiarise themselves with the terms input and output devices.</p> <p>g) Explore how digital devices can be connected in different ways.</p> <p>h) Be able to save and successfully retrieve their own work on a variety of devices.</p> <p>i) Understand how to save and open work from a shared drive, network or web space and understand the reasons why this is sometimes necessary.</p>	<p>a computer (and peripherals) and classify them as input or output devices.</p> <p>d) Understand the importance of hyperlinks on sites and be able to create some.</p> <p>e) Recognise how digital devices can change the way we work.</p> <p>f) Recognise the physical components of a network.</p>	<p>e) Outline how websites are shared via the WWW.</p> <p>f) Describe how content is added and accessed on the WWW.</p> <p>g) Understand that content on the WWW is created by people.</p> <p>h) Evaluate consequences of unreliable content on the WWW.</p>	<p>e) I can identify the human elements of a computer system.</p> <p>f) I can explain the benefits of a given computer system.</p> <p>g) I can recognise that data is transferred using agreed methods.</p> <p>h) I can explain that networked digital devices have unique addresses.</p> <p>i) I can explain that data is transferred over networks in packets.</p> <p>j) I can recognise that connected digital devices can allow us to access shared files stored online.</p> <p>k) I can send information over the internet in different ways.</p> <p>l) I can explain that the internet allows different media to be shared.</p> <p>m) I can suggest strategies to ensure successful group work.</p> <p>n) I can make thoughtful suggestions on my group's work.</p>	<p>f) I can relate a search term to the search engine's index.</p> <p>g) I can explain that search results are ordered.</p> <p>h) I can explain that a search engine follows rules to rank relevant pages.</p> <p>i) I can suggest some of the criteria that a search engine checks to decide on the order of results.</p> <p>j) I can describe some of the ways that search results can be influenced.</p> <p>k) I can recognise some of the limitations of search engines.</p> <p>l) I can explain how search engines make money.</p> <p>m) I can explain the different ways in which people communicate.</p> <p>n) I can identify that there are a variety of ways of communicating over the internet.</p> <p>o) I can choose methods of communication to suit particular purposes.</p> <p>p) I can compare different methods of</p>
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					<p>o) I can compare working online with working offline.</p> <p>p) I can identify different ways of working together online.</p> <p>q) I can recognise that working together on the internet can be public or private.</p> <p>r) I can explain how the internet enables effective collaboration.</p>	<p>communicating on the internet.</p> <p>q) I can decide when I should and should not share.</p> <p>r) I can explain that communication on the internet may not be private.</p>
4) Multimedia: Text and Design	<p>a) Develop familiarity and correct use of the keyboard for text processing purposes i.e. spacebar, back shift, caps lock, return etc.</p> <p>b) Select or create appropriate images to add to work.</p> <p>c) Add captions to photographs and graphics.</p> <p>d) Use templates to create simple text presentations for a purpose.</p> <p>e) Know that multimedia includes text, graphics and sound.</p> <p>f) Understand different ways that messages can be sent i.e. email, text, letter, phone and begin to consider the advantages of each.</p>	<p>a) Begin to word process short narrative and non-narrative texts.</p> <p>b) Develop basic editing skills including different presentation features.</p> <p>c) Use appropriate editing tools to improve their work.</p> <p>d) To begin to make use of additional features such as spellchecker and copy and paste to improve their presentation.</p> <p>e) Recognise intended audience for their work and begin to suggest appropriate improvements to their work.</p> <p>f) Explore a range of electronic text devices and software.</p>	<p>a) Use different font effects, layout, format, graphics and illustrations to communicate for a given audience.</p> <p>b) Use cut, copy and paste to refine and reorder content.</p> <p>c) Use appropriate editing tools (i.e. spell checker, thesaurus, find and replace etc.) to ensure their work is clear and error-free, recognising the importance of good design.</p> <p>d) Contribute to and create own discussion forums, blogs, wikis i.e. Seesaw.</p> <p>e) Select suitable text, sounds and graphics and use appropriately in their own work.</p>	<p>a) Log on to an email account or forum, open emails, create and send appropriate replies and use attachments.</p> <p>b) Create and send an email not a pre-arranged partner.</p> <p>c) Understand that evaluation and improvement is a vital part of design process and that ICT allows changes to be made quickly and efficiently (demonstrates this through editing their work).</p>	<p>a) I can format and edit work to improve clarity and mood using a range of tools i.e. cut and paste, justify, tabs, insert and replace.</p> <p>b) I can develop and use criteria to evaluate the design of a website.</p> <p>c) I can understand how pages are linked together and recognise the need for clarity.</p> <p>d) I can develop use of hyperlinks to produce more effective, interactive, non-linear presentations.</p>	<p>a) I can explore a website</p> <p>b) I can discuss the different types of media used on websites.</p> <p>c) I know that websites are written in HTML.</p> <p>d) I can recognise the common features of a web page.</p> <p>e) I can suggest media to include on my page.</p> <p>f) I can draw a web page layout that suits my purpose.</p> <p>g) I can say why I should use copyright-free images.</p> <p>h) I can find copyright-free images.</p> <p>i) I can describe what is meant by the term 'fair use'.</p>

		<p>g) Use software to explore and create text for a purpose.</p> <p>h) Know that ICT can be presented in different ways to communicate different ideas i.e. images, sound, tables etc.</p> <p>i) Plan and author their own pages, adding text and images.</p> <p>j) With support, write and send a short email from a class account.</p> <p>k) Talk about advantages of using electronic communications.</p>	<p>f) Create a range of hyperlinks and produce non-linear, interactive presentations.</p>		<p>e) I can recognise features of good design in printed and electronic texts.</p>	<p>j) I can add content to my own web page.</p> <p>k) I can preview what my web page looks like.</p> <p>l) I can evaluate what my web page looks like on different devices and suggest/make edits.</p> <p>m) I can explain what a navigation path is.</p> <p>n) I can describe why navigation paths are useful.</p> <p>o) I can make multiple web pages and link them using hyperlinks.</p> <p>p) I can explain the implication of linking to content owned by others.</p> <p>q) I can create hyperlinks to link to other people's work.</p> <p>r) I can evaluate the user experience of a website.</p>
<p>4.1) Multimedia: Digital image, film and animation</p>	<p>a) Use a painting app or software to create a picture to communicate ideas.</p> <p>b) Use brush and pen tools, create lines and textures and use the flood fill, spray and stamp tools.</p>	<p>a) Use a camera or camcorder to take a picture or record their work.</p> <p>b) Demonstrate good control when using still and video cameras, understanding the need to frame and image or</p>	<p>a) Acquire, store and retrieve images from cameras, scanners and the Internet.</p> <p>b) Create short animated sequences from captured images in simple animation software to</p>	<p>a) Develop greater control over digital stills capture and video recording using enhanced tools i.e. macro, landscape, zoom etc.</p> <p>b) Discuss and evaluate the quality of their own and others' captured images and videos and make decisions</p>	<p>a) Use a range of devices to capture moving images/video for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.</p> <p>b) Discuss and evaluate the quality of their own and</p>	<p>a) Use a range of devices to capture moving images/video/audio/text for a purpose. These could include digital cameras, video cameras, iPads, microscopes, webcams, microphones, audio devices.</p>

<p>c) Understand the difference between graphics apps and traditional art activities.</p> <p>d) Talk about their use of a painting app or software and their choice of tools.</p>	<p>scene and keep the camera still.</p> <p>c) Create a sequence of images which together form a short animation to illustrate a story.</p> <p>d) Understand that animation is a sequence of still images.</p> <p>e) Begin to discuss the quality of their image and make decisions based on suggestions for improvement.</p>	<p>communicate a specific idea.</p> <p>c) Understand that animation is a collection of still images sequenced to create a moving image.</p>	<p>for improvement i.e. keep, delete, change etc.</p> <p>c) Capture footage from different devices and edit in simple movie-editing software, arranging, trimming and cutting clips to create a short film that conveys meaning to a given audience.</p> <p>d) Import music and stills into video-editing software and add to film projects.</p> <p>e) Add simple titles and credits, music and narration to film projects.</p> <p>f) Understand that film conveys meaning and begin to understand the 'language of film'.</p> <p>g) Be able to resize images (pixels, resolution, aspect ratio and dimensions). Be able to use basic tools in a software package to change images according to purpose.</p>	<p>others captures videos and make decisions whether to keep, delete or change them.</p> <p>c) Be able to use basic tools in a software package to change videos according to purpose.</p> <p>d) Add special effects to a video.</p> <p>e) Arrange videos in a way that conveys meaning.</p> <p>f) Independently upload images and movies from digital cameras and other devices to a computer and save relevant location.</p> <p>g) Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.</p> <p>h) Import music, stills or video into video editing software for a specific project. Make effective use of transitions Consider their appropriateness and overall effect on the audience.</p> <p>i) Through peer and self-assessment, evaluate presentations or videos</p>	<p>b) Discuss and evaluate the quality of their own and others captured multimedia and make decisions whether to keep, delete or change them.</p> <p>c) Be able to use tools in a software package to change multimedia according to a purpose.</p> <p>d) Add special effects to a variety of multimedia in a way that conveys meaning.</p> <p>e) Independently upload multimedia from devices to a digital device and save in a relevant location.</p> <p>f) Storyboard, then use multimedia to create a short, animated sequence which communicates a specific idea.</p> <p>g) Import music, stills or video into video editing software for a specific project. Make effective use of transitions Consider their appropriateness and overall effect on the audience.</p> <p>h) Through peer and self-assessment, evaluate presentations or videos</p>
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					and make improvements. j) Work with variables and various forms of input and output.	and make improvements. i) Work with variables and various forms of input and output.
4.2) Multimedia: Sound and music composition	<p>a) Understand that devices can have record and playback functions.</p> <p>b) Use sound recorders/players to listen to pre-recorded sound.</p> <p>c) Use software to explore sound for a purpose.</p> <p>d) Begin to understand that music and sound can often affect mood and atmosphere of multimedia.</p>	<p>a) Use sound recorders, both at and away from the computer/tablet to record and playback text/audio/ E.g. voices, instruments, environmental sounds.</p> <p>b) Experiment with a range of devices that create and record sound.</p> <p>c) Be able to share recordings with a known audience.</p>	<p>a) Use IT to select and record voice and sounds.</p>	<p>a) Use recorded sound files in other applications.</p> <p>b) Locate, transfer and use sound files from a range of devices and the Internet.</p> <p>c) Understand that copyright exists on most recorded music.</p> <p>d) Understand that all types of sounds can be combined in editing software.</p>	<p>a) I can select, edit and combine sound files from internet sources.</p> <p>b) I can develop skills in manipulating sounds (such as reversing sounds, adding echo, altering speed...).</p> <p>c) I can upload and download projects to a VLE (such as Seesaw).</p> <p>d) I can create own sound and compositions to ass to other multimedia.</p> <p>e) Use IT to produce music for a specific purpose, considering the impact on the audience.</p>	<p>a) I can select, edit and combine sound files from internet sources.</p> <p>b) I can develop skills in manipulating sounds (such as reversing sounds, adding echo, altering speed...) and use the appropriately considering audience and purpose.</p> <p>c) I can understand copyright when selecting music samples.</p> <p>d) I am aware of different sound file formats I.e. MP3/ WAV, and use them where appropriate for other applications.</p>
5) Data Handling	<p>a) Use appropriate buttons, menus and hyperlinks to navigate websites for stored information.</p> <p>b) Access different information using a range of equipment.</p> <p>c) Enter text into a search engine to find specific given websites.</p> <p>d) Understand that the Internet gives rapid access to a wide variety of</p>	<p>a) Locate specific websites by typing a website address (URL) into the address bar in a web browser.</p> <p>b) Talk about their use of IT and compare with other ways of finding information.</p> <p>c) Understand that different forms of information exist and that some are more useful than others for specific purposes.</p>	<p>a) Explore a range of software tools for creating different pictograms and charts for a purpose.</p> <p>b) Select appropriate tools for creating particular types of charts making use of titles, labelling, font styles and colour to improve impact.</p> <p>c) Discuss and evaluate the quality of their own and others charts and</p>	<p>a) Identify that data is collected over time to answer a specific question.</p> <p>b) Begin to identify what data should be collected over time to answer a specific question.</p> <p>c) Understand that digital devices can collect data automatically.</p> <p>d) Collect data and enter it into a database under appropriate field headings.</p>	<p>a) Discuss how IT enables you to search and sift through large amounts of different types of information and describe the advantages of using tools.</p> <p>b) Enter formulae into a pre-prepared spreadsheet-explore the effect of changing variables.</p> <p>c) Make and test predictions. Understand the need for accuracy</p>	<p>a) Design questions and perform complex searches using keywords, to search a large database looking for relationships and patterns.</p> <p>b) Check the reliability of the data; identify and correct inaccuracies.</p> <p>c) Search data according to more than one criterion.</p> <p>d) Solve complex enquires involving selecting</p>

<p>information and resources.</p> <p>e) Be aware of the school's responsible Internet use and acceptable use policy.</p> <p>f) Develop classification skills by carrying out simple sorting and grouping activities (probably away from the computer).</p> <p>g) Interpret graphs, discuss information contained and answer simple questions.</p> <p>h) Use simple graphing package to record information, add labels and numbers as appropriate.</p> <p>i) Understand that IT can be used to sort and group items and information.</p>	<p>d) Understand and talk about how their information can be used to answer specific questions.</p> <p>e) Begin to develop key questions to help find information.</p> <p>f) Be aware of the school's responsible Internet use and acceptable use policy.</p> <p>g) Develop different criteria and create own pictograms/graphs.</p> <p>h) Use a simple graphing package to record information, add labels and numbers as appropriate.</p> <p>i) Use a simple graphing package to change the type of graph e.g. pictogram to a bar chart.</p> <p>j) Interpret graphs, discuss information contained and answer and create more complex questions.</p> <p>k) Sort And classify groups of items by asking simple yes/ no questions.</p> <p>l) Understand that IT can be used to create/ display/ change graphs quite easily.</p>	<p>make decisions whether to keep, delete or change them.</p> <p>d) Be able to resize charts.</p> <p>e) Create questions with yes/ no answers.</p> <p>f) Identify objects' attributes needed to collect relevant data.</p> <p>g) Create a branching database.</p> <p>h) Explain why it is helpful for a branching database to be well-structured.</p> <p>i) Identify objects using a branching database.</p> <p>j) Compare information shown in pictograms to that in branching databases.</p>	<p>e) Select and use the most appropriate method to organise and present data.</p> <p>f) Use a database to answer straightforward questions by searching, matching and ordering the contents of a single field.</p> <p>g) Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions.</p> <p>h) Use forms to collect data and record information.</p> <p>i) Compare paper and computer-based databases.</p>	<p>and frequent checking when entering formulae.</p> <p>d) Understand the possible consequences of using inaccurate data or formulae.</p> <p>e) Compare different charts and graphs and understand that different ones are used for different purposes.</p> <p>f) I can create multiple questions about the same field.</p> <p>g) I can explain how information can be recorded.</p> <p>h) I can order, sort, and group my data cards.</p> <p>i) I can navigate a flat-file database to compare different views of information.</p> <p>j) I can explain what a 'field' and a 'record' is in a database.</p> <p>k) I can choose which field to sort data by to answer a given question.</p> <p>l) I can explain how information can be grouped.</p>	<p>processing and presenting data; drawing conclusions.</p> <p>e) Design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question.</p> <p>f) Present data to a specified audience and display findings in other software, e.g. through presentation software.</p> <p>g) Understand what HTML is and recognize HTML tags</p> <p>h) Recognise a range of HTML tags and can remix a web page</p> <p>i) Create a webpage using HTML</p> <p>j) I can collect data.</p> <p>k) I can suggest how to structure my data.</p> <p>l) I can enter data into a spreadsheet.</p> <p>m) I can explain what an item of data is.</p> <p>n) I can choose an appropriate format for a cell.</p>
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		<p>m) Use ICT to edit and change information quickly.</p> <p>n) Talk about how ICT helps them to organise their information.</p>			<p>m) I can group information to answer questions.</p> <p>n) I can combine grouping and sorting to answer more specific questions.</p> <p>o) I can choose which field and value are required to answer a given question.</p> <p>p) I can outline how 'AND' and 'OR' can be used to refine data selection.</p> <p>q) I can choose multiple criteria to answer a given question.</p> <p>r) I can select an appropriate chart to visually compare data.</p> <p>s) I can refine a chart by selecting a particular filter.</p> <p>t) I can explain the benefits of using a computer to create graphs.</p> <p>u) I can ask questions that will need more than one field to answer.</p>	<p>o) I can apply an appropriate format to a cell.</p> <p>p) I can explain which data types can be used in calculations.</p> <p>q) I can construct a formula in a spreadsheet.</p> <p>r) I can identify that changing inputs changes outputs.</p> <p>s) I can calculate data using different operations.</p> <p>t) I can create a formula which includes a range of cells.</p> <p>u) I can apply a formula to multiple cells by duplicating it.</p> <p>v) I can use a spreadsheet to answer questions.</p> <p>w) I can explain why data should be organised.</p> <p>x) I can apply a formula to calculate the data I need to answer questions.</p> <p>y) I can produce a chart.</p> <p>z) I can use a chart to show the answer to a question.</p> <p>aa) I can suggest when to use a table or chart.</p>
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					v) I can refine a search in a real-world context. w) I can present my findings to a group.	
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