

|                        | Reception  | ELG  | Year 1/2  | Year 3/4  | Year 5/6   |
|------------------------|--|--|---|---|--|
| Information Technology | To know how to operate simple equipment. (30-50m)  | Children recognise that a range of technology is used in places such as homes and schools. Children select and use technology for particular purposes. (ELG) | <i>Multimedia text and images</i><br><i>a</i> add text, text boxes and images, manipulating the features;<br><i>b</i> use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;<br><i>c</i> present short text starting to use two hands when typing<br><i>d</i> use applications and devices in order to create and communicate ideas, work, messages<br><i>e</i> load, save, retrieve and print work;  | <i>Multimedia text and images</i><br><i>a</i> Type more quickly with both hands, altering the font, orientation and size of text.<br><i>b</i> use appropriate keyboard commands to amend text on a device;<br><i>c</i> use tools such as cut and paste, split screen, print screen etc<br><i>d</i> use applications and devices in order to communicate ideas, work, and messages incorporating multimedia content<br><i>e</i> save and retrieve files to and from the correct folders and evaluate work, making amendments;<br><i>f</i> insert a picture/text/graph/hyperlink from the internet or a personal file e.g. using Powerpoint<br><i>g</i> upload and use images from a camera<br><i>h</i> edit, resize, rotate and invert images<br><i>i</i> decide upon and use effective transitions in presentation software | <i>Multimedia text and images</i><br><i>a</i> develop the skill of touch typing<br><i>b</i> use the skills already developed to create multimedia content for a given audience<br><i>c</i> select, use and combine the appropriate technology tools to create effect;<br><i>d</i> review and improve their own work and support others to improve their work;<br><i>e</i> save, retrieve and evaluate their work, making amendments;<br><i>f</i> maintain folder hierarchies<br><i>g</i> insert a picture/text/graph/hyperlink from the internet or personal file<br><i>h</i> create and edit images using a variety of software packages<br><i>i</i> create multi-slide presentations that include speaker notes<br><i>j</i>  |
|                        |  |  | <i>Multimedia sound and motion</i><br><i>a</i> use software to record sounds;<br><i>b</i> change sounds recorded;<br><i>c</i> save, retrieve and organise work;   | <i>Multimedia sound and motion</i><br><i>a</i> use software to record, create and edit sounds and capture still images;<br><i>b</i> change recorded sounds, volume, duration and pauses;<br><i>c</i> use software to capture video for a purpose;<br><i>d</i> crop and arrange clips to create a short film;<br><i>e</i> plan an animation and move items within each animation for playback;   | <i>Multimedia sound and motion</i><br><i>a</i> collect audio from a variety of resources including own recordings and internet clips;<br><i>b</i> use a digital device to record sounds and present audio;<br><i>c</i> trim, arrange and edit audio levels to improve quality;<br><i>d</i> plan and create multi-scene animations<br><i>e</i> publish their animation and use a movie editing package to edit/refine and add titles;<br><i>f</i> use transitions and animations in presentation software<br><i>g</i> include sounds and moving graphics in slides  |
|                        |  |  | <i>Data Handling (optional)</i><br><i>a</i> Create simple graphs by putting data in to a graphing program<br><i>b</i> Create and search a simple branching database.  | <i>Data Handling</i><br><i>a</i> talk about the different ways data can be organised;<br><i>b</i> sort and organise information to use in other ways e.g. using a simple spreadsheet<br><i>c</i> search a ready-made database to answer questions;<br><i>d</i> design a questionnaire and make graphs using data collected<br><i>e</i> create and search a detailed branching database  | <i>Data Handling</i><br><i>a</i> construct data on the most appropriate application;<br><i>b</i> know how to interpret data, including spotting inaccurate data and comparing data;<br><i>c</i> use keyboard shortcuts and functions to input data on spreadsheets<br><i>d</i> use spreadsheets which involve sum formulas to create averages and totals.<br><i>e</i> Filter and search databases/spreadsheets<br><i>f</i> Make graphs from calculations on a spreradsheet   |
| Computer Science       | To show an interest in technological toys with knobs or pulleys, or real objects. (30-50m)<br><br>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (30-50m)<br><br>To complete a simple program on a computer. (40-60m) |  | <i>Coding and programming</i><br><i>a</i> give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;<br><i>b</i> control the nature of events: repeat, loops, single events and add and delete features;<br><i>c</i> give a set of instructions to follow and predict what will happen;<br><i>d</i> improve/change their sequence of commands by debugging   | <i>Coding and programming</i><br><i>a</i> use logical reasoning to explain how simple algorithms work<br><i>b</i> design and write a program, putting commands into a sequence to achieve a specific outcome and that control or simulate virtual events;<br><i>c</i> give a set of instructions to follow and predict what will happen;<br><i>d</i> keep testing a program and recognise when it needs to be debugged;<br><i>e</i> use variables to create an effect, e.g. repetition, if, when, loop;   | <i>Coding and programming</i><br><i>a</i> create programs incorporating variables and subroutines to achieve specific goals.<br><i>b</i> use sensors and infinite loops to control programs/hardware<br><i>c</i> use conditional statements and edit variables;<br><i>d</i> decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;<br><i>e</i> keep testing a program and recognise when it needs to be debugged;   |
| Digital Literacy       | To know that information can be retrieved from computers. (30-50m)   |  | <i>Technology in our lives</i><br><i>a</i> recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;<br><i>b</i> use links to websites to find information;<br><i>c</i> recognise age-appropriate websites;<br><i>d</i> use safe search filters;   | <i>Technology in our lives</i><br><i>a</i> explain ways to communicate with others online;<br><i>b</i> open, create and send an email<br><i>c</i> attach files to an email and download and save files from an email<br><i>d</i> describe the world wide web as the part of the internet that contains websites;<br><i>e</i> understand local and worldwide networks<br><i>f</i> understand how results are selected and ranked by search engines and use search tools to find and use a range of multimedia including websites and content;<br><i>g</i> use strategies to improve results when searching online;<br><i>h</i> type and url to find a website and add websites to a favourites list;<br><i>i</i> contribute to a class-produced blog<br><i>j</i> question the validity of information on the internet        | <i>Technology in our lives</i><br><i>a</i> understand what servers are and how they provide servers to networks.<br><i>b</i> understand how computer networks enable computers to communicate and collaborate.<br><i>c</i> search for information using appropriate websites and advanced search functions within Google e.g. ""<br><i>d</i> use strategies to check the reliability of information (cross-check with another source such as books);<br><i>e</i> talk about the way search results are selected and ranked;<br><i>f</i> check the reliability of a website, understanding that website such as Wikipedia are made by users and using knowledge of domain names to aid judgement<br><i>g</i> tell you about copyright and acknowledge the sources of information; |
|                        | To interact with age-appropriate computer software. (40-60m)   |  | <i>Online safety</i><br><i>a</i> identify what things count as personal information;<br><i>b</i> identify what is appropriate and inappropriate behaviour on the internet, considering people's feelings<br><i>c</i> agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;<br><i>d</i> seek help from an adult when they see something that is unexpected or worrying;<br><i>e</i> demonstrate how to safely open and close applications and log on and log off from websites; | <i>Online safety</i><br><i>a</i> reflect on their own digital footprint and behavior online;<br><i>b</i> identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying;<br><i>c</i> agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords and understand that communication online may be seen by others<br><i>d</i> seek help from an adult when they see something that is unexpected or worrying;<br><i>e</i> demonstrate understanding of age-appropriate websites and adverts;  | <i>Online safety</i><br><i>a</i> protect their password and other personal information;<br><i>b</i> be a good online citizen and friend;<br><i>c</i> be aware of social media and how to report or flag concerns or issues<br><i>d</i> judge what sort of privacy settings might be relevant to reducing different risks;<br><i>e</i> understand the need to only select age appropriate content<br><i>f</i> understand files may be saved off their device in clouds<br><i>g</i> seek help from an adult when they see something that is unexpected or worrying;  |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | <i>h</i> discuss scenarios involving online risk; <div>  </div> |
|--|--|--|--|--|---|

Progression of skills: Computing