

## ICT PROGRESSION OF SKILLS

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>e-Safety</b>	<ul style="list-style-type: none"> <li>• I can talk about what makes a secure password and why they are important.</li> <li>• I can protect my personal information when I do different things online.</li> <li>• I can use the safety features of websites as well as reporting concerns to an adult.</li> <li>• I can recognise websites and games appropriate for my age.</li> <li>• I can make good choices about how long I spend online.</li> <li>• I ask an adult before downloading files and games from the Internet.</li> <li>• I can post positive comments online.</li> </ul>	<ul style="list-style-type: none"> <li>• I choose a secure password when I am using a website.</li> <li>• I can talk about the ways I can protect myself and my friends from harm online.</li> <li>• I use the safety features of websites as well as reporting concerns to an adult.</li> <li>• I know that anything I post online can be seen by others.</li> <li>• I choose websites and games that are appropriate for my age.</li> <li>• I can help my friends make good choices about the time they spend online.</li> <li>• I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.</li> <li>• I comment positively and respectfully online.</li> </ul>	<ul style="list-style-type: none"> <li>• I protect my password and other personal information.</li> <li>• I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.</li> <li>• I know that anything I post online can be seen, used and may affect others.</li> <li>• I can talk about the dangers of spending too long online or playing a game.</li> <li>• I can explain the importance of communicating kindly and respectfully.</li> <li>• I can discuss the importance of choosing an age-appropriate website or game.</li> <li>• I can explain why I need to protect my computer or device from harm. I know which resources on the Internet I can download and use.</li> </ul>	<ul style="list-style-type: none"> <li>• I protect my password and other personal information.</li> <li>• I can explain the consequences of sharing too much about myself online.</li> <li>• I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>• I can explain the consequences of spending too much time online or on a game.</li> <li>• I can explain the consequences to myself and others of not communicating kindly and respectfully.</li> <li>• I protect my computer or device from harm on the Internet.</li> </ul>

# Programming

- I can break an open-ended problem up into smaller parts.
- I can put programming commands into a sequence to achieve a specific outcome.
- I keep testing my program and can recognise when I need to debug it.
- I can use repeat commands.
- I can describe the algorithm I will need for a simple task.
- I can detect a problem in an algorithm which could result in unsuccessful programming.

- I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.
- I can use an efficient procedure to simplify a program.
- I can use a sensor to detect a change which can select an action within my program.
- I know that I need to keep testing my program while I am putting it together.
- I can use a variety of tools to create a program.
- I can recognise an error in a program and debug it.
- I recognise that an algorithm will help me to sequence more complex programs.
- I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.

- I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.
- I can refine a procedure using repeat commands to improve a program.
- I can use a variable to increase programming possibilities.
- I can change an input to a program to achieve a different output.
- I can use 'if' and 'then' commands to select an action.
- I can talk about how a computer model can provide information about a physical system.
- I can use logical reasoning to detect and debug mistakes in a program.
- I use logical thinking, imagination and creativity to extend a program.

- I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.
- I can explain and program each of the steps in my algorithm.
- I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.
- I can recognise when I need to use a variable to achieve a required output.
- I can use a variable and operators to stop a program.
- I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.
- I can use logical reasoning to detect and correct errors in algorithms and programs.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handling Data</p>	<ul style="list-style-type: none"> <li>•I can talk about the different ways data can be organised.</li> <li>•I can search a ready-made database to answer questions.</li> <li>•I can collect data help me answer a question.</li> <li>•I can add to a database.</li> <li>•I can make a branching database.</li> <li>•I can use a data logger to monitor changes and can talk about the information collected.</li> </ul>	<ul style="list-style-type: none"> <li>•I can organise data in different ways.</li> <li>•I can collect data and identify where it could be inaccurate.</li> <li>•I can plan, create and search a database to answer questions.</li> <li>•I can choose the best way to present data to my friends.</li> <li>•I can use a data logger to record and share my readings with my friends.</li> </ul>	<ul style="list-style-type: none"> <li>•I can use a spreadsheet and database to collect and record data.</li> <li>•I can choose an appropriate tool to help me collect data..</li> <li>•I can present data in an appropriate way.</li> <li>•I can search a database using different operators to refine my search.</li> <li>•I can talk about mistakes in data and suggest how it could be checked.</li> </ul>	<ul style="list-style-type: none"> <li>•I can plan the process needed to investigate the world around me.</li> <li>•I can select the most effective tool to collect data for my investigation.</li> <li>•I can check the data I collect for accuracy and plausibility.</li> <li>•I can interpret the data I collect.</li> <li>•I can present the data I collect in an appropriate way.</li> <li>•I use the skills I have developed to interrogate a database.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multimedia</p>	<ul style="list-style-type: none"> <li>•I can create different effects with different technology tools.</li> <li>•I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> <li>•I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</li> <li>•I can evaluate my work and improve its effectiveness.</li> <li>•I can use an appropriate tool to share my work online.</li> </ul>	<ul style="list-style-type: none"> <li>•I can use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>•I am confident to explore new media to extend what I can achieve.</li> <li>•I can change the appearance of text to increase its effectiveness.</li> <li>•I can create, modify and present documents for a particular purpose.</li> <li>•I can use a keyboard confidently and make use of a spellchecker to write and review my work.</li> <li>•I can use an appropriate tool to share my work and collaborate online.</li> <li>•I can give constructive feedback to my friends to help them improve their work and refine my own work.</li> </ul>	<ul style="list-style-type: none"> <li>•I can use text, photo, sound and video editing tools to refine my work.</li> <li>•I can use the skills I have already developed to create content using unfamiliar technology.</li> <li>•I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</li> <li>•I can select an appropriate online or offline tool to create and share ideas.</li> <li>•I can review and improve my own work and support others to improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>•I can talk about audience, atmosphere and structure when planning a particular outcome.</li> <li>•I can confidently identify the potential of unfamiliar technology to increase my creativity.</li> <li>•I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</li> <li>•I can tell you why I select a particular online tool for a specific purpose.</li> <li>•I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Technology in our Lives</p>	<ul style="list-style-type: none"> <li>•I can save and retrieve work on the Internet, the school network or my own device.</li> <li>•I can talk about the parts of a computer.</li> <li>•I can tell you ways to communicate with others online.</li> <li>•I can describe the World Wide Web as the part of the Internet that contains websites.</li> <li>•I can use search tools to find and use an appropriate website.</li> <li>•I think about whether I can use images that I find online in my own work.</li> </ul>	<ul style="list-style-type: none"> <li>•I can tell you whether a resource I am using is on the Internet, the school network or my own device.</li> <li>•I can identify key words to use when searching safely on the World Wide Web.</li> <li>•I think about the reliability of information I read on the World Wide Web.</li> <li>•I can tell you how to check who owns photos, text and clipart.</li> <li>•I can create a hyperlink to a resource on the World Wide Web</li> </ul>	<ul style="list-style-type: none"> <li>•I can describe different parts of the Internet.</li> <li>•I can use different online communication tools for different purposes.</li> <li>•I can use a search engine to find appropriate information and check its reliability.</li> <li>•I can recognise and evaluate different types of information I find on the World Wide Web.</li> <li>•I can describe the different parts of a webpage.</li> <li>•I can find out who the information on a webpage belongs to.</li> </ul>	<ul style="list-style-type: none"> <li>•I can tell you the Internet services I need to use for different purposes.</li> <li>•I can describe how information is transported on the Internet.</li> <li>•I can select an appropriate tool to communicate and collaborate online.</li> <li>•I can talk about the way search results are selected and ranked.</li> <li>•I can check the reliability of a website.</li> <li>•I can tell you about copyright and acknowledge the sources of information that I find online.</li> </ul>
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