

Holymead Primary School

Progression of Skills Objectives

	<u>Using technology</u>	<u>Programming</u>	<u>Multi-media/ Creativity</u>	<u>Computer Networks</u>	<u>E-safety</u>
	<i>To become skilful in using different tools to control technology.</i>	<i>To begin to understand how a computer processes instructions and commands.</i>	<i>To understand ICT allows easy creation, manipulation and change. To create and refine original content using digital tools across a range of media.</i>	<i>To use and understand the internet.</i>	<i>To equip children with the skills needed to keep safe online.</i>
<u>RECEPTIONS (YR)</u>					
<u>YEAR 1</u>	<p>I can recognise the ways we use technology in our classroom.</p> <p>I can recognise ways that technology is used in my home and community.</p> <p>I can begin to identify some of the benefits of using technology.</p> <p>I can talk about the different ways in which information can be shown.</p> <p>I can use technology to collect information, including photos, video and sound.</p>	<p>I can give instructions to my friend and follow their instructions to move around.</p> <p>I can describe what happens when I press buttons on a robot.</p> <p>I can press the buttons in the correct order to make my robot do what I want.</p> <p>I can describe what actions I will need to do to make something happen and begin to use the word algorithm.</p> <p>I can begin to predict what will happen for a short sequence of instructions.</p>	<p>I can be creative with different technology tools.</p> <p>I can use technology to create and present my ideas.</p> <p>I can use the keyboard or a word bank on my device to enter text.</p> <p>I can save information in a special place and retrieve it again.</p>	<p>I can use links to websites to find information.</p>	<p>I can keep my password private.</p> <p>I can tell you what personal information is.</p> <p>I can tell an adult when I see something unexpected or worrying online.</p> <p>I can talk about why it's important to be kind and polite.</p> <p>I can recognise an age appropriate website.</p> <p>I can agree and follow sensible e-Safety rules.</p>

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	<p>I can sort different kinds of information and present it to others.</p> <p>I can add information to a pictograph and talk to you about what I have found out.</p>	<p>I can begin to use software/apps to create movement and patterns on a screen.</p> <p>I can use the word debug when I correct mistakes when I program.</p>			
<u>YEAR 2</u>	<p>I can tell you why I use technology in the classroom.</p> <p>I can tell you why I use technology in my home and community.</p> <p>I am starting to understand that other people have created the information I use.</p> <p>I can identify benefits of using technology including finding information, creating and communicating.</p> <p>I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</p> <p>I can make and save a chart or graph using the data I collect.</p> <p>I can talk about the data that is shown in my chart or graph.</p>	<p>I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions to move in a shape .</p> <p>I can tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>I can program a robot or software to do a particular task</p> <p>I can look at my friend's program and tell you what will happen.</p> <p>I can use programming software to make objects move.</p> <p>I can watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>I can use technology to organise and present my ideas in different ways.</p> <p>I can use the keyboard on my device to add, delete and space text for others to read.</p> <p>I can tell you about an online tool that will help me to share my ideas with other people.</p> <p>I can save and open files on the device I use.</p>	<p>I can talk about the differences between the Internet and things in the physical world.</p>	<p>I understand that I should stay safe online by choosing websites that are good for me to visit, and avoid sites that are not appropriate for me.</p> <p>I know that the information I put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how I manage it.</p> <p>I know that children sometimes can act like bullies when they are online. I know what cyberbullying means and what I can do when I encounter it.</p> <p>I understand that keyword searching is an effective way to locate information on the Internet. I know how to select keywords to produce the best search results.</p>

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	<p>I am starting to understand a branching database.</p> <p>I can tell you what kind of information I could use to help me investigate a question.</p>				<p>I can discuss criteria for rating informational websites and apply them to an assigned site.</p> <p>I know that all websites are not equally good sources of information.</p>
<u>YEAR 3</u>	<p>I can talk about the different ways data can be organised.</p> <p>I can search a ready-made database to answer questions.</p> <p>I can collect data help me answer a question.</p> <p>I can add to a database.</p> <p>I can make a branching database.</p> <p>I can use a data logger to monitor changes and can talk about the information it collects</p>	<p>I can break an open ended problem up into smaller parts.</p> <p>I can put programming commands into a sequence to achieve a specific outcome.</p> <p>I keep testing my program and can recognise when I need to debug it.</p> <p>I can use repeat commands.</p> <p>I can describe the algorithm I will need for a simple task.</p> <p>I can detect a problem in an algorithm which could result in unsuccessful programming.</p>	<p>I can create different effects with different technology tools.</p> <p>I can combine a mixture of text, graphics and sound to share my ideas and learning.</p> <p>I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</p> <p>I can evaluate my work and improve its effectiveness.</p> <p>I can save and open files on the device I use.</p>	<p>I can save and retrieve work on the Internet, the school network or my own device.</p> <p>I can talk about the parts of a computer.</p> <p>I can tell you ways to communicate with others online.</p> <p>I can describe the World Wide Web as the part of the Internet that contains websites.</p> <p>I can use search tools to find and use an appropriate website.</p> <p>I think about whether I can use images that I find online in my own work.</p>	<p>I know reasons why people use passwords, know the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p> <p>I understand the concept that people can connect with one another through the Internet. I understand how the ability for people to communicate online can unite a community.</p> <p>I know what product websites are and understand that the purpose of the site is to encourage buying the product. I understand the methods used to promote products on these sites.</p> <p>I know the similarities and differences between in-person and online communications, and</p>

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					I know how to write clear and respectful messages.
<u>YEAR 4</u>	<p>I can organise data in different ways.</p> <p>I can collect data and identify where it could be inaccurate.</p> <p>I can plan, create and search a database to answer questions.</p> <p>I can choose the best way to present data to my friends.</p> <p>I can use a data logger to record and present my readings..</p>	<p>I can use an efficient procedure to simplify a program.</p> <p>I can use a sensor to detect a change which can select an action within my program.</p> <p>I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p> <p>I know that I need to keep testing my program while I am putting it together.</p> <p>I can use a variety of tools to create a program.</p> <p>I can recognise an error in a program and debug it.</p> <p>I recognise that an algorithm will help me to sequence more complex programs.</p> <p>I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.</p>	<p>I can use photos, video and sound to create an atmosphere when presenting to different audiences.</p> <p>I am confident to explore new media to extend what I can achieve.</p> <p>I can change the appearance of text to increase its effectiveness.</p> <p>I can create, modify and present documents for a particular purpose.</p> <p>I can use a keyboard confidently and make use of a spellchecker to write and review my work.</p> <p>I can use an appropriate tool to share my work and collaborate online.</p> <p>I can give constructive feedback to my friends to help them improve their work and refine my own work.</p>	<p>I can tell you whether a resource I am using is on the Internet, the school network or my own device.</p> <p>I can identify key words to use when searching safely on the World Wide Web.</p> <p>I think about the reliability of information I read on the World Wide Web.</p> <p>I can tell you how to check who owns photos, text and clipart.</p> <p>I can create a hyperlink to a resource on the World Wide Web.</p> <p>I can recognise that websites use different methods to advertise products.</p>	<p>I know what it means to be responsible to and respectful of my offline and online communities as a way to learn how to be good digital citizen.</p> <p>I know how I can protect myself from online identity theft. I can give reasons for the information I share online.</p> <p>I understand that I may get online messages from other children that can make me feel angry, hurt, sad, or fearful. I can identify actions that will make me an upstander in the face of cyberbullying.</p> <p>I know strategies to increase the accuracy of my keyword searches and make inferences about the effectiveness of the strategies.</p> <p>I understand that copying the work of others and presenting it as mine is called plagiarism. I can explain when and how it's ok to use the work of others.</p>

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<u>YEAR 5</u>	<p>I can use a spreadsheet and database to collect and record data.</p> <p>I can choose an appropriate tool to help me collect data.</p> <p>I can make choices about how to present data that I have collected.</p> <p>I can search a database using different operators to refine my search.</p> <p>I can talk about mistakes in data and suggest how it could be checked.</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 for a device or onscreen activity.</p> <p>I can use a variable to increase programming possibilities.</p> <p>I can change an input to a program to achieve a different output.</p> <p>I can use 'if' and 'then' commands to select an action.</p> <p>I can refine a procedure using repeat commands to improve a program.</p> <p>I can talk about how a computer model can provide information about a physical system.</p> <p>I can use logical reasoning to detect and debug mistakes in a program.</p> <p>I use logical thinking, imagination and creativity to extend a program.</p>	<p>I can use text, photo, sound and video editing tools to refine my work.</p> <p>I can use the skills I have already developed to create content using unfamiliar technology.</p> <p>I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.</p> <p>I can select an appropriate online or offline tool to create and share ideas.</p> <p>I can review and improve my own work and support others to improve their work.</p>	<p>I can describe different parts of the Internet</p> <p>I can use different online communication tools for different purposes.</p> <p>I can use a search engine to find appropriate information and check its reliability.</p> <p>I can recognise and evaluate different types of information I find on the World Wide Web.</p> <p>I can describe the different parts of a webpage.</p> <p>I can find out who the information on a webpage belongs to.</p> <p>I can describe the ways in which websites advertise their products to me.</p>	<p>I know how to create secure passwords in order to protect my private information and accounts online.</p> <p>I can work with my peers to outline common expectations in order to build a strong digital citizenship community. (Each member of the class signs a We the Digital Citizens Pledge.)</p> <p>I understand what spam is, the forms it takes, and I can identify strategies for dealing with it.</p> <p>I understand the importance of citing all sources when I do research. I know how to write bibliographical citations for online sources.</p> <p>I understand how photos can be altered digitally. I can begin to understand the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>
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<u>YEAR 6</u>	<p>I can identify a range of devices, for example tablets, desktop computers, laptops, microphones, cameras etc.</p> <p>I am continuing to develop my independence and confidence in using such devices.</p> <p>I am continuing to increase my typing speed and can identify and play games at home and school which help with this.</p> <p>I am increasing in my ability to make sensible choices about the technology I use to help me work.</p> <p>I can justify my choices- for example, why I have chosen to use a <i>tablet</i> rather than a laptop.</p>	<p>I can plan the process needed to investigate the world around me.</p> <p>I can select the most effective tool to collect data for my investigation.</p> <p>I can check the data I collect for accuracy and plausibility.</p> <p>I can interpret the data I collect.</p> <p>I can present the data I collect in an appropriate way.</p> <p>I use the skills I have developed to interrogate a database.</p>	<p>I can talk about audience, atmosphere and structure when planning a particular outcome.</p> <p>I can confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</p> <p>I can tell you why I select a particular online tool for a specific purpose.</p> <p>I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>	<p>I can tell you the Internet services I need to use for different purposes.</p> <p>I can select an appropriate tool to communicate and collaborate online</p> <p>I can select an appropriate tool to communicate and collaborate online.</p> <p>I can talk about the way search results are selected and ranked.</p> <p>I can check the reliability of a website.</p> <p>I can tell you about copyright and acknowledge the sources of information that I find online.</p> <p>I can talk about how websites can use my data to make money and target their advertising.</p>	<p>I understand that the Internet is a great place to develop rewarding relationships.</p> <p>I also understand not to reveal private information to a person I know only online.</p> <p>I can reflect on Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship.</p> <p>I understand that children's websites must protect my private information.</p> <p>I know how to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p> <p>I can reflect on how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and I know strategies for handling cyberbullying when it arises.</p>
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