

ICT Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MM & Word Processing	<ul style="list-style-type: none"> Produce text, on screen, understanding that text can be changed to make it clear and error-free Add images to pages Use a word bank to create simple sentences (if available) Add sounds and animation (if available) Write captions for digital images save and print their work To use two fingers to enter text. To use the space bar. To use the backspace & delete key. To be able to use the shift key to put in a capital letter and to add full stops 	<ul style="list-style-type: none"> Use a range of graphics to communicate their ideas (appropriate stamps, self drawn images and digital photographs) Add and edit text, considering style and layout of font Save, print and retrieve with help Choose from a range of sounds (self-recorded and sound effects) and animation, if available When word processing children should: Use two fingers to enter text Start developing basic editing skills e.g. shift key and caps lock for upper case, question marks and spaces after punctuation. Change font size, colour and style Recognise errors in work and correct Use the mouse to insert words or sentences 	<ul style="list-style-type: none"> Combine text, graphics and possibly other features to create both printed documents and multimedia presentations 	<ul style="list-style-type: none"> Plan, design and create and improve their own multimedia presentation showing awareness of audience. 	<ul style="list-style-type: none"> Plan a presentation, combine from a range of sources, organise and refine to suit purpose and audience 	<ul style="list-style-type: none"> Plan a presentation including appropriate software, combine from a range of sources, organise and refine to suit purpose and audience
Graphics	<ul style="list-style-type: none"> Use the mouse to change the brush colour. Select and use different brushes and brush sizes Use rub out and undo. Print with help. Explore and use other tools in the software (eg fill, spray can, stamps) 	<ul style="list-style-type: none"> Select appropriate paint tools, inc. brush sizes, rub out, undo, spray can, fill and stamps Use geometric tools eg. lines and shapes Copy, cut and paste Use a range of visual effects, such as reflection or symmetry to manipulate digital images Save, print and retrieve with help. Describe the reasons for their choices, to match purpose 	<ul style="list-style-type: none"> Use a range of paint tools to create pictures independently, using them as part of other multimedia/ desktop publishing work. 	<ul style="list-style-type: none"> Create digital artwork by photograph editing. 	<ul style="list-style-type: none"> Create digital artwork by copying/ pasting within and between photographs 	<ul style="list-style-type: none"> Use a wide range of graphical techniques to manipulate images to use in other work

<p>Digital Video</p>	<ul style="list-style-type: none"> • Use and understand the different parts of a digital camera and camcorder with support • Be involved in the process of transferring images from a camera to computer 	<ul style="list-style-type: none"> • Use and understand the different parts of a digital camera or camcorder independently • Understand the need to frame an image • Transfer images from a digital camera to computer with help • Use an image in another package and add text appropriately • Sequence pictures and video clips for a purpose 	<ul style="list-style-type: none"> • Use digital cameras and camcorders independently, considering purpose and quality of footage; review, edit and sequence. 	<ul style="list-style-type: none"> • create, edit and evaluate digital video and/ or animation 	<ul style="list-style-type: none"> • Plan a storyboard for a video or animation. Create, edit and refine. 	<ul style="list-style-type: none"> • Plan and produce a video or animation. • Evaluate and improve work, aiming at high production standards.
<p>Online Communication</p>	<ul style="list-style-type: none"> • Log on to a personal web space with a password. • Personalise a personal web space use the tools within a simple Learning Platform (eg following links to websites, paint, diary, text). • Save and retrieve work within the personal space with support. 	<ul style="list-style-type: none"> • Use a variety of online tools (eg paint, diary, writing) to create work online • Use online tools to share your work with others and to look at others' work • Create a Book by combining your online work in different media; share it with those at school, at home or elsewhere • Give constructive comments on others' work online • Explain what personal information is and why it is important to keep it private 	<ul style="list-style-type: none"> • Share work and work collaboratively through a shared online space 	<ul style="list-style-type: none"> • Use at least two online communication methods through the Learning Platform. • Understand the SMART internet safety rules. 	<ul style="list-style-type: none"> • Share ideas using a range of online methods. • Develop key skills and ideas about personal safety when using any form of electronic communication 	<ul style="list-style-type: none"> • To initiate learning activities using a range of electronic communication tools. • Understand the implications of personal safety when working online and communicating.
<p>Music and Sound</p>	<ul style="list-style-type: none"> • Use sound buttons to play sounds • Use a sound recorder/or on screen recorder to collect and store information as sound • Record their own sounds in multimedia software with a microphone • Select sounds to play with images and text in multimedia software 	<ul style="list-style-type: none"> • Create short musical phrases to suit a purpose, focusing on types of sound and/ or rhythm • Select musical phrases and sound-effects or record voice-overs to enhance multimedia work • Make suggestions for improving work • Use IT to locate and select pre-recorded sounds • To record appropriate sounds or voice using 	<ul style="list-style-type: none"> • Record vocals and sound effects to accompany their story book. • Create a soundtrack to accompany a presentation e.g. a contrasting locality. 	<ul style="list-style-type: none"> • Plan and record material for a radio programme 	<ul style="list-style-type: none"> • Create radio programme or sonic postcard by combining sounds 	<ul style="list-style-type: none"> • Plan, create, edit and refine an audio book, incorporating imported sounds

		multimedia software or digital sound recorders				
Handling Data	<ul style="list-style-type: none"> Sort objects on screen using one criterion then different criteria Sort the same objects in different ways. Relate this to real objects Collect data on class or topic and represent the information using a pictogram package Use a pictogram to help create and help answer questions Save and Print work 	<ul style="list-style-type: none"> Graphing Enter data into graphing software Choose type of graph that is most appropriate to present data Evaluate graph for accuracy Use a graph to help think of and answer questions Databases Enter information into a simple database (either branching or card-based) Know that this type of program is called a database and it can be used to find out the answers to questions Construct questions and suggest plausible answers Perform sorting and grouping activities to find answers to questions. 	<ul style="list-style-type: none"> Research information and enter data into a database. Use it to ask and answer straightforward questions and produce bar charts. 	<ul style="list-style-type: none"> Collect, find, organise and interpret information using graphing and a branching database. 	<ul style="list-style-type: none"> Search a large (pre-prepared?) database to research information, using a range of search techniques 	<ul style="list-style-type: none"> Solve a problem by planning and carrying out data collection, by organising and analysing data using a database, and by drawing conclusions and presenting findings to a specific audience
Research	<ul style="list-style-type: none"> To use a mouse to select the appropriate buttons to navigate a website Select and listen to onscreen information using a mouse Use buttons/icons to do different things e.g record, pause, play, move forward, move back Control a resource to access the information they require e.g a tape recorder, web site, TV 	<ul style="list-style-type: none"> Find a website by following links set up by the teacher, by using Favourites, or by typing into the address bar Search for given information to answer questions, using text, pictures, sound and video Navigate a website using the links If available, use menu, index and search facility to find information Use the back button on the browser Think of information to find out before looking at the website; afterwards, evaluate whether the desired 	<ul style="list-style-type: none"> Use the Internet to search and find a range of information for a given topic using Boolean operators 	<ul style="list-style-type: none"> Find and evaluate specific relevant information to use in a presentation 	<ul style="list-style-type: none"> Search for, interpret, check and question information Use logical inference to identify implausible and irrelevant information present in a suitable format for a chosen audience 	<ul style="list-style-type: none"> Search the Internet using a range of techniques to find a range of information validate resources and check for bias in presenting to a specific audience. Present findings.

		information has been found				
Modelling	<ul style="list-style-type: none"> to use a mouse to move and place items accurately on a screen to use simple tools in a painting program to print out their painting to add stamps/motifs or clip art to a scene to create a representation of a real or a fantasy situation 	<ul style="list-style-type: none"> to enter data into a computer simulation to explore the effect of changing the variables in simulations and use them to make and test predictions 	<ul style="list-style-type: none"> Explore options in a simulation, solving problems by identifying the rule by which the simulation is controlled 	<ul style="list-style-type: none"> Use a prepared spreadsheet to explore options and solve problems by changing variables 	<ul style="list-style-type: none"> Design and use a spreadsheet to solve a problem by changing variables. 	<ul style="list-style-type: none"> Design and use a spreadsheet to solve a mathematical problem by reviewing rules and variables.
Control	<ul style="list-style-type: none"> to use directional language to 'control' someone else's actions to use common language, eg right, left, forwards, backwards to program a robot to follow a route to record the route by sequencing cards or by using an agreed set of symbols 	<ul style="list-style-type: none"> to use the appropriate keys to make the floor turtle or online character go forward, backward, left and right by using instructions, such as forward 5, right turn, etc. to enter a sequence of instructions to predict a sequence of instructions, record it by sequencing cards or using an agreed set of symbols, and test the sequence, amending if necessary 	<ul style="list-style-type: none"> Take part in a class investigation using a data logger. Predict and test short sequences of linked instructions to achieve intended outcomes using a screen turtle. 	<ul style="list-style-type: none"> Plan an investigation using data logging. Carry out the investigation independently, downloading and interpreting results. Use Scratch or similar tool to write a procedure to create shapes; combine procedures to produce effects, including changing variables. 	<ul style="list-style-type: none"> Plan, carry out and evaluate an investigation using data logging technology. Create and refine a sequence of instructions to control events, using programmed procedures. 	<ul style="list-style-type: none"> Create a sequence of instructions to control events including the use of feedback from input devices.

Subject to Revision