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| Ebor Progression of Knowledge and Skills - Strand Progression | | | | | | |
| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Control Systems | Understand what algorithms are  Create simple programmes | Use logical reasoning to predict the behaviour of programmes  Debug simple programmes  Understand that algorithms are implemented as programmes on digital devices.  Understand that programmes run by following precise instructions | Write programmes that create specific goals  Use sequence in programmes  Work with various forms of input and output | I can experiment with variables to control models  Design, write and debug programmes that perform specific goals.  Use sequence, selection and repetition in programs; work with variables.  I can make accurate predictions about what I think will happen  Understand what computer networks are, e.g. the internet | I can combine sequences of instructions to turn an external device on and off  Use logical reasoning to detect errors in algorithms  Understand how computer networks work including the internet  Use selection within programs | Use logical reasoning to detect errors in algorithms  Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say “well done”  Can design a physical computing system that uses sensors, e.g. using a flow chart    Refine a program based on end user feedback.  I can explore 'what if' questions by planning different scenarios for controlled devices |
| Information Technology | Use technology to create content  Use technology to store digital content  Use a mouse or trackpad effectively to navigate websites  Save and reopen work on a digital device | Use technology to create, communicate and collaborate  Use ICT to source, generate and amend images.  Begin to change or enhance photographs and pictures (crop, recolour).  Create a simple animation using still images  Take digital photographs and record video  Use software to explore sound and musical phrases.  Discuss and explore how to use ICT to organise, present and understand data as a simple graph. | Use search technology to communicate effectively  Use technology to collect information  Use a database to retrieve information  Present data in a range of ways to convey information  Use technology to collaborate on a task  Edit digital content in response to feedback | Select and use software to accomplish given goals  Collect and present data in different ways  Design and create digital content for a specific purpose  Evaluate and analyse information  Use technology to collaborate in different ways  Use ICT to compose music or sounds including creating melodies  Storyboard and shoot a short stop motion animated sequence.  Use a range of tools to edit and enhance media for particular effect | Understand how search results are ranked  Select and combine software on a range of devices  Generate, amend and combine visual media from different sources for a specific audience or task.  Create a movie including still images and sound and add suitable titles and transitions.  Capture/review different images, considering lighting, positioning and angle appropriate to a given task/audience.  Understand the benefits of technology to collaborate with others  Use filters in a database to find out specific information  Recognise an audience when designing and creating digital content  Identify and use appropriate hardware and software to fulfil a specific task  Create different types of graphs and charts that are appropriate to the data I am using; I can use them to interpret and answer a specific question.    I can select and use suitable software and hardware to produce a multimedia soundtrack. | Appreciate how search results are ranked  Select and combine software on a range of devices  Collaborate with individuals and groups to create digital content for a specific purpose.  Discuss and explore the use of ICT to sort, organise and classify objects based on their properties.  Use ICT to create and modify charts quickly and easily.  Create databases, retrieve information and draw conclusions based on results entered.  Find suitable images, video and sounds from appropriate sources, taking into account copyright issues.  Remix and edit a range of media to create content.  Use appropriate ICT resources to compose music or sounds to accompany a story.  Choose appropriate hardware to capture and review a range of images, considering lighting, positioning, sound quality and angle. |
| Digital Literacy | Use technology safely  Log on to a computer  Keep personal information private  Recognise common uses of technology beyond school | Use technology respectfully  Understand where/how to seek help when they have concerns about content | Use technology responsibly  Identify a range of ways to share concerns about conduct  Recognise the benefits and risks of different apps and websites  Understand the importance of a good password  Understand the dangers of spending too long online and the importance of regular screen breaks.  Understand when to share personal information and when not to | I recognise acceptable and unacceptable behaviour using technology  Compose emails  Know how to respond to unpleasant communications via texts, IM, email or chat rooms.  Understand the opportunities technology offers for communication  Be discerning in evaluating digital content | Know where to find copyright free images and audio, and why this is important  Beginning to question information based on author and location; recognise different viewpoints and the impact of incorrect data.    Share and exchange ideas using emails/electronic communication respectfully.  Understand the issues of copyright and the importance of acknowledging sources.  Understand that everything we do online leaves a digital footprint that can last forever  .  Know what to do and who to contact if we see something that upsets / concerns us online.  Understand privacy settings and what pictures are appropriate to share online.  Discuss the benefits and dangers of communicating online/through different forms of technology.  Know the meaning of common website extensions (.org, . net. Gov etc)  Understand what makes a strong password and why this is important at school and in the wider world | Critically evaluate websites for reliability of information/ bias and authenticity to include use of social media  Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns  Understand the impact of an individual sending or uploading unkind or inappropriate content.  I can produce formal or informal messages, appropriate to the task  Understand what ‘Plagiarism’ means and that it is important to acknowledge sources.    Understand that not all information on the internet is legal to use or copy  Understand that we are all digital citizens and the potential impact and influence we can have on the outside world  Know the meaning of common website extensions (.org, . net. Gov etc) Identify secure servers (padlock such as internet banking).  Become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information |