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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 areCreate simple programmes | Use logical reasoning to predict the behaviour of programmesDebug simple programmesUnderstand that algorithms are implemented as programmes on digital devices.Understand that programmes run by following precise instructions | Write programmes that create specific goalsUse sequence in programmesWork with various forms of input and output | I can experiment with variables to control modelsDesign, 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 happenUnderstand what computer networks are, e.g. the internet | I can combine sequences of instructions to turn an external device on and offUse logical reasoning to detect errors in algorithmsUnderstand how computer networks work including the internetUse selection within programs | Use logical reasoning to detect errors in algorithmsCombine 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 contentUse technology to store digital contentUse a mouse or trackpad effectively to navigate websitesSave and reopen work on a digital device | Use technology to create, communicate and collaborateUse ICT to source, generate and amend images. Begin to change or enhance photographs and pictures (crop, recolour). Create a simple animation using still imagesTake 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 effectivelyUse technology to collect informationUse a database to retrieve informationPresent data in a range of ways to convey informationUse technology to collaborate on a taskEdit digital content in response to feedback | Select and use software to accomplish given goalsCollect and present data in different waysDesign and create digital content for a specific purposeEvaluate and analyse informationUse technology to collaborate in different waysUse ICT to compose music or sounds including creating melodiesStoryboard 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 rankedSelect and combine software on a range of devicesGenerate, 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 othersUse filters in a database to find out specific informationRecognise an audience when designing and creating digital contentIdentify and use appropriate hardware and software to fulfil a specific taskCreate 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 rankedSelect and combine software on a range of devicesCollaborate 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 safelyLog on to a computerKeep personal information privateRecognise common uses of technology beyond school | Use technology respectfullyUnderstand where/how to seek help when they have concerns about content | Use technology responsiblyIdentify a range of ways to share concerns about conductRecognise the benefits and risks of different apps and websitesUnderstand the importance of a good passwordUnderstand 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 technologyCompose emailsKnow how to respond to unpleasant communications via texts, IM, email or chat rooms.Understand the opportunities technology offers for communicationBe discerning in evaluating digital content | Know where to find copyright free images and audio, and why this is importantBeginning 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 mediaDemonstrate responsible use of online services and technologies, and know a range of ways to report concernsUnderstand the impact of an individual sending or uploading unkind or inappropriate content.I can produce formal or informal messages, appropriate to the taskUnderstand 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 worldKnow 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 |