

ICT SKILLS PROGRESSION	Year 1	Year 2	Year 3/4	Year 5/6	Extension
Data Handling	<ul style="list-style-type: none"> Practical collection of information (tallies) Click and drag to objects to be sorted according to criteria Use a simple data plot or graphing program Be aware of possibility of changing type of graph 	<ul style="list-style-type: none"> With support print simple graphs and learn to interpret the data Classify sets of objects using a branching database Enter data into a simple graphing programme 	<ul style="list-style-type: none"> With support carry out a simple search of a prepared database Load and enter data into a prepared data file Present data and/or search results Learn to amend errors Begin to identify data handling opportunities Save and retrieve an amended database Print out a table or graph 	<ul style="list-style-type: none"> Use a more complex database with advanced sorting (and / or / not) and searching facilities Check data for validity and update as required Prepare a data collection form Create a data file and enter data Amend and delete data from records as appropriate 	<ul style="list-style-type: none"> Investigate links between discrete data (use of scattergrams in particular) Present two or more sets of data on the same graph Decide on the best graphic form for saved data Use editing tools to alter the design of a graph Learn to organise, refine and present information appropriate to the audience Question the results (does this give us the information we want?)
Information Handling	<ul style="list-style-type: none"> What things give us information in real world? Where do we find information? Select and listen to text using a mouse Use buttons to navigate a CD ROM 	<ul style="list-style-type: none"> Simple info. Search in Electronic books and CD-ROMS. Look at CD ROM navigation tools. Use simple teacher selected web sites Search using menus, index or internet favourites list 	<ul style="list-style-type: none"> Search cd/internet databases Use single website – basic buttons, hyperlinks. Compare / contrast sources. Add to Internet skills – search engines, copy graphic from internet and use in simple report. 		
Developing ideas and making things happen Simulation/spreadsheet	<ul style="list-style-type: none"> Use a simple adventure program to encourage on-screen interaction Use arrow keys/ mouse to navigate a program 	<ul style="list-style-type: none"> Load an adventure program independently With support, save current position in an adventure program as appropriate Use a BeeBot in a simulation scenario 	<ul style="list-style-type: none"> Save a group's position in an adventure/simulation program independently Retrieve a saved file With support, export text/graphics from a program Print screen information as required 	<ul style="list-style-type: none"> Input data into a prepared spreadsheet Produce a graph from a spreadsheet Name and save a spreadsheet Export text and graphic files to other programs Add data to appropriate simulation programs 	<ul style="list-style-type: none"> Use formulae and functions in a spreadsheet Alter the format of a spreadsheet Alter column width and/or row height as required Insert and delete rows and/or columns Change data to satisfy 'what if' queries
Modelling - logo	<ul style="list-style-type: none"> Pre logo work with children as robots asking them to move around the class, playground etc. Use the arrows and numbers to move a Beebot in a straight line Using mouse to choose or make something happen explore and investigate real or imaginary situations, e.g. using a CD ROM 	<ul style="list-style-type: none"> Control the pointer on a logo screen Use simple BeeBot instructions (forward, back) Use of left and right 90 Enter commands on the BeeBot one at a time. Be able to record the path BeeBot takes 	<ul style="list-style-type: none"> Be aware that logo is a computer language to provide commands to roamer, screen logo Write, test and modify a series of logo instructions (eg put in a series of commands that take the roamer on a journey) Load a logo program independently Use and understand more complex roamer commands (repeat, brackets) 	<ul style="list-style-type: none"> Write and test a procedure: use one or more procedures when sending a floor robot on a journey Use trial and error to create a sequence of instructions Predict the outcome of a procedure Print a logo procedure 	<ul style="list-style-type: none"> Use repeat process in logo procedures Explore the effect of changing variables within a procedure Predict the effect of changing a variable Nesting one procedure within another

<p>Control</p>	<ul style="list-style-type: none"> Recognise that many everyday devices respond to commands Learn to switch on a programmable toy to activate movement 	<ul style="list-style-type: none"> Control the pointer on a logo screen Use simple BeeBot instructions (forward, back) Use of left and right 90 Enter commands on the BeeBot one at a time. Be able to record the path BeeBot takes 	<ul style="list-style-type: none"> Load control software independently Control box – investigation of commands in the dialogue window Use of simple editing procedures Write a series of direct commands and execute them in turn by pressing Return (Enter) successively 	<ul style="list-style-type: none"> Control box - understand the correct use of language in programming a control procedure Write and test a procedure: modify as often as required until the outcome is as predicted Print control procedures Use of time to achieve direct control (ie decisions on how long to operate a specific command) 	<ul style="list-style-type: none"> Use control process to save, retrieve and edit procedures (such procedures could be written in a simple word processor first and then copied into the build window of a new procedure) Use a wider range of instructions (wait until, repeat) Use a sensor (eg pressure pad) to initiate a procedure Nest two or more procedures to control a device in a predetermined manner
<p>Exchanging and sharing information Word-processing</p>	<ul style="list-style-type: none"> Move pre-written blocks of text around the screen Basic keyboard familiarity, entering text in correct order Response to keyboard/mouse and monitor Entering text from keyboard on to screen Use of word list/bank to aid text entry Print text using the most basic print option available Word wrap at line end (not pressing enter) Be aware of how to achieve upper as opposed to lower case (Caps Lock) Know and be able to use the return, delete and space keys as appropriate 	<ul style="list-style-type: none"> Encourage the use of two hands for controlling mouse and keyboard Know and be able to use the shift button (capital letters) Know text can be saved and retrieved Understand how to enter and save work independently Change font, size and colour, centre text Edit on screen using the cursor keys Develop basic editing skills - delete and insert 	<ul style="list-style-type: none"> Encourage the use of two hands for text entry Understand the use of scroll bars, arrow keys and word wrapping Import a single graphics image and add text to print out as a whole piece of work Use Word Art features Load, retrieve and save work independently to own work directory (again, the organisation of the computer may make this easier in some instances) Justify/align text as appropriate Delete words using backspace Learn to organise work more effectively and to understand different forms of text (poem, list, letter, poster etc) Make use of basic spell checking facilities Mark blocks of text for editing Spell check Amend text using find and replace 	<ul style="list-style-type: none"> Develop more advanced spell checking skills to include search facility Combine two or more graphics images (including tables) and varied text boxes to produce a more complex piece of work Use print preview Understand the use of tabs, columns, margins, overwrite and indent as appropriate Alter page layout (portrait : landscape) Alter page size and be aware of whole page view Use bold text to highlight a statement (rather than underline which is no longer used for this purpose) Justification where appropriate Cut and paste between applications 	<ul style="list-style-type: none"> Save text as plain text which can then be exported/imported into other programs Use frames, resizing text blocks and generally moving images and text about on screen before printing out a finished version Alter the organisation of a piece of work using cut, copy, paste, drag and drop Present work in a style suitable to the audience
<p>Music and Multimedia Authoring</p>	<ul style="list-style-type: none"> Click on icons on screen to play and listen to music phrases 	<ul style="list-style-type: none"> Use IT to record sounds on tape recorder or on the computer 	<ul style="list-style-type: none"> basic drafting, add, delete or alter musical phrases or notes Use IT to create, organise/reorganise sounds 	<ul style="list-style-type: none"> Increasing awareness of intended audience - recognise features of good page design Choose elements to use in a presentation Integrate elements (text, graphics, sound) into their presentation produce a diagram that shows the links between different pages to create buttons to link pages 	<ul style="list-style-type: none"> Choose the elements for the presentation and develop the organisation and structure to convey their intentions efficiently in relation to audience

<p>Multimedia/internet</p>	<ul style="list-style-type: none"> • Move graphics about on screen (drag and drop) • Add text to graphics (label and classifying) 	<ul style="list-style-type: none"> • With support, load a CDrom disc and run it, or locate a CD ROM on the network • Be aware that graphics and text can be combined, saved, retrieved and printed out as a single piece of work • Access a bookmarked web site 	<ul style="list-style-type: none"> • Combine graphics and text independently (either in wp or multimedia presentation) • Load, explore, save and print CDrom materials independently • With support, export CD/internet pictures • With supervision access a filtered internet web site • Use digital camera • Save and retrieve a multimedia presentation • Print web site information • Use email independently - read, annotate and reply to email 	<ul style="list-style-type: none"> • Plan layout on a multimedia presentation • Export CD/internet pictures independently • Link screens together using html links or buttons • Use a range of transition effects (Powerpoint) to move between screens • Log on to a filtered ISP • Use bookmarked sites and search engines • Bookmark sites as appropriate • Make effective use of email facilities - add an attachment to an email (send and retrieve) 	<ul style="list-style-type: none"> • Export graphics and text from CDrom and internet • Use a multimedia program with peripherals (scanner, camera etc) independently • Log off from the Internet Service Provider (although this may be achievable at an earlier stage depending upon how this is organised on the school network) • Be aware of HTML procedures • Prepare own web pages using HTML processes • Be aware of video conferencing as appropriate
<p>Graphics</p>	<ul style="list-style-type: none"> • Free draw. • Use line, fill, spray • Response to mouse action and monitor • Mouse to change colour 	<ul style="list-style-type: none"> • Add text and labels • Add illustrations to text pages • Select and use different paint tools • Select and use different brush sizes • Use of lines, hollow, filled rectangles and circles • Use of rub out and undo • Filename for saving. Use Save as • Save print and retrieve with help 	<ul style="list-style-type: none"> • Repeat patterns. • Add to picture with attention to changes to effect, tone, depth, shading, pixel size • Using editing such as zoom • Select areas, copy and resize • Use a range of visual effects such as reflection or symmetry • Use stamps and/or copy tool • Select CAD tools of line, new line, grid 	<ul style="list-style-type: none"> • Use at appropriate times, including scanner/digital camera. • Increasing awareness of intended audience • Repeat patterns - using copy, move, translate, re-size etc • Text features • Import and paste from other applications 	<ul style="list-style-type: none"> • Increasing awareness of intended audience • CAD tools of arc, circle, zoom
<p>Reviewing modifying and evaluating work as it progresses (on going through all ICT tasks) Breadth of study</p>	<ul style="list-style-type: none"> • review what they have done, talk about possible changes • investigate different ways information can be presented • talk about the use of ICT • explore a variety of ICT tools 	<ul style="list-style-type: none"> • review what they have done, talk about possible changes • investigate different ways information can be presented • explore a variety of ICT tools • talk about the use of ICT • work with others to explore a variety of information • sources and tools • investigate and compare the uses of ICT inside and outside school 	<ul style="list-style-type: none"> • review what they have done, talk about possible changes • investigate different ways information can be presented • explore a variety of ICT tools • talk about the use of ICT • work with others to explore a variety of information • sources and tools • investigate and compare the uses of ICT inside and outside school 	<ul style="list-style-type: none"> • review what they have done, talk about possible changes • investigate different ways information can be presented • explore a variety of ICT tools • talk about the use of ICT • work with others to explore a variety of information • sources and tools • investigate and compare the uses of ICT inside and outside school 	