Computing

Generic skills

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Be able to print work using the print icon • Use both hands on the keyboard • Load programs with support • Know that work can be saved and retrieved • Save work with support • Retrieve work with support	• Load programs independently • Save work independently • Retrieve work independently • Plan what they are going to do • Make simple changes to their work (edit) • Practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar	• Be aware that work can be saved in different places eg network, writeable CD ROM, PenDrive • Be aware of folders and, with support, create and name new folders • Print work using the drop down menu • Use Print Preview • Make changes to their work (edit) • Select items and use cut, copy and paste as necessary	• With support, be able to choose an appropriate program to perform a task • Plan what they are going to do and evaluate the results • Understand the use of folders and be able to create and name new folders • Understand and use the hierarchical file system • Consolidate keyboard skills - possibly using typing tutor software	• Be able to choose an appropriate program to perform a task • Be able to combine and refine information from various sources. • Interpret and question the plausibility of information.	• Be able to choose and combine the use of appropriate ICT tools to complete a task • Be able to critically evaluate the fitness for purpose of work as it progresses

Word Processing

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Put text on screen • Use upper and lower case letters • Use the space bar • Use the Return key • Use the Shift key to make a capital letter • Use word lists to enter text • With support, print work using the Print icon	• Know that text can be saved and retrieved • Change the font style • Change the font size • Change the font colour • Print work using the Print icon • Use the cursor keys for simple on screen editing • With support, import graphics and add text • Know that email exists	• Select text and change the font style, size and colour • Select text and use Bold and Underline icons • Use the scroll bars to view different parts of the document justify / align text • Import graphics and add text • Use print preview • With support, logon and out of an email account • Compose and send email • Begin to be aware of email safety rules	• Import graphics and use the Picture Toolbar to choose the text wrapping • Use the spell checker • Use Find, search and replace if appropriate • Use Page Setup to choose Portrait or Landscape page as appropriate • Learn how to insert and use a simple table • Use the Zoom menu to view the whole page • Know that mail can be sent all over the world electronically via computers (email) • Use email as a communication tool • With support, send a picture or document as an attachment • Be aware of email safety rules	• Use and practise word processing skills in a range of contexts • Send a picture or document as an attachment • Know that files can be send via email as attachments • Know that email can be sent or copied to more than one person • Know that an email can be forwarded to another person • Begin to be aware that computer viruses can be sent via email • Be aware of email safety rules	• Use word processing skills in a range of contexts independently • Use email as a communication tool to collaborate with other pupils • Be aware that computer viruses can be sent via email • Be aware of email safety rules

Graphics and Digital Video

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Use an art package as medium to convey their ideas • Know a wider range of tools in the art package • Know that digital pictures and videos can be saved on a computer • Add captions or sound to digital pictures or video with support	• Be able to use a wider range of tools within an art package as necessary • Begin to use a digital camera or digital video camera to take pictures • With support, use a storyboard to do simple editing of a sequence of digital pictures or video eg change sequence, add transitions	• Manipulate images using an art package or other software eg the digital camera's software • Use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose • Use a storyboard to edit a sequence of digital pictures or video eg change sequence, add transitions, effects, and sound	• Combine images using an art package with those from a digital camera or digital video • With support, create a simple presentation or digital film • Create a presentation or digital film eg to show other pupils • Begin to evaluate the suitability of the presentation for the given audience • With support, make changes to the presentation to make it more suitable for the audience	• Evaluate when it is appropriate to use an art package and when another medium would be more suitable • Design and create a presentation or digital film • Evaluate the suitability of the presentation for the given audience • Make changes to the presentation to make it more suitable for the audience	• Use a wider range of tools within an art package as necessary • Continue to manipulate images using an art package or other software • Select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience • Create hyperlinks for resources made or found. • Modify the presentation to make it more suitable for a different audience

Sound

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Use CD players independently to listen to pre-recorded sound • Use dictaphones to record and playback sounds eg own voice, others voices • Know that sound can be recorded and played back • With support, use music software to experiment, create and play their own compositions • With support, add sound to digital pictures or video	• Know that sound can be recorded on the computer as a sound file • Use music software to experiment, create and play their own compositions with support, evaluate and edit their own compositions	• With support, be able to record sound on the computer and be able to use the sound files in other applications • Use music software to plan, create and play their own compositions • use a range of musical instruments in their compositions	• Be able to record and edit sound on the computer • Be able to use the sound files in other applications use more sophisticate music software to plan, create, edit and play their own compositions	• Continue to use the sound files in other applications • Use more sophisticate music software to plan, create, evaluate, edit and play their own compositions	• Continue to use the sound files in other applications • Continue to use more sophisticate music software to plan, create, evaluate, edit and play their own compositions

Control & Logo

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Know that many everyday devices respond to commands • Follow simple instructions eg playing at robots (preLogo activities) • Control a programmable robot in linear scenarios, using Forward and Backward commands (arrows) and the Go command • Use trial and error to create a sequence of instructions to a move a programmable robot	• Control a programmable robot purposefully • Understand that , once programmed a programmable robot can repeat the same instructions • Plan and create a sequence of instructions to a move a programmable robot • Debug a simple programmable robot	• Plan, write, evaluate, and edit a sequence of instructions to a move a programmable robot • Attach a pen to programmable robot to record movements eg shapes • Know that Logo is a computer language • Plan, write, evaluate, and edit a simple Logo procedure for a specific purpose (a set of Logo instructions that can be saved. retrieved, and edited) • Use the Repeat command eg to create simple shapes	• Begin to experiment with on-screen control software to control outputs • Know that the computer can be used to control external devices (outputs) eg lights, buzzers, motors and that these can be simulated by pictures on screen • With support, use onscreen control software to plan, create and run a simple set of instructions to make eg a light flash • Evaluate and edit the instructions • Test and modify Logo procedure. • Predict the outcome of a Logo procedure • Incorporate Pen Up and Pen Down commands	•Use on-screen control software to plan, create and run a set of instructions to make eg to change the traffic lights • Evaluate and edit the set of instructions to make a more efficient system •Predict the outcome of a control procedure •Be aware of control applications in everyday life eg automatic doors, robots in car factories, automatic security lights •Create patterns using repeated simple procedures •Test, modify and improve Logo patterns •Explore the effect of changing a variable within a procedure •Predict the effect of changing a variable	• Use on-screen control software to plan, create and run a more complex set of instructions • Use information from a sensor (input) to initiate parts of the control program • Plan and create a control system to answer a task • Know when it would be appropriate to use a control system • Create more complex patterns using repeated simple procedures

Data Logging

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		• Know that digital devices eg thermometers can be used to measure external changes eg temperature • With support, use a temperature sensor to record changes in temperature eg as part of a science experiment	• Use a temperature sensor to record and display the changes in temperature eg as ice melts • Know that the computer can be used to display the results from either a remote sensing device or a sensing device attached to the computer	• Know other sensors that can be used eg light sensor, sound sensor, pulse monitor • Be able to interpret the data from the sensing device • Use sensing devices eg in their science experiments	• Know when it would be appropriate to use a sensing device eg in a science experiment • Be able to use a range of sensors as appropriate

Data Handling

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Develop simple classification skills based on practical sorting activities • With support, use simple data plotting/ graphing programs to produce pictograms and other simple graphs	• Plot data as a pictogram, block chart or bar graph • Know that graph types can be changed • Interpret the graphs - discuss the graphs and answer simple questions use the search tools in a prepared database to answer simple questions.	• Collect and enter data into a prepared database structure • Use the search tools to answer simple questions relevant to an investigation • Sort the data • Produce graphs from the data • Amend errors • Know that organisations (such as libraries) collect and store data)	• Begin to identify data handling opportunities • Prepare a data collection form • Identify fields • Create a data file and enter data Use the database to carry out an investigation • Present data in different forms – graphs, tables • Amend errors	• Carry out more complex searches on more complex prepared databases • OR in their searches • Identify data handling opportunities, set up a data file and enter data • Check for validity and amend errors • Use the data file to answer complex questions	• Use a more complex database to explore patterns and relationships in data • Independently set up and use a data file to carry out an investigation • Amend and delete data from records • Use editing tools to alter the design of a graph • Organise, refine and present information appropriate to the audience

Spreadsheets

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		• With support, use a spreadsheet to record data and produce graphs • With support, enter data in a prepared spreadsheet • With support, select data to produce a graph	• Use a spreadsheet to record data and produce graphs • Enter data in a prepared spreadsheet • Select data to produce a graph • Use a spreadsheet to explore number patterns eg in a hundred square, multiplication table	• Set up a spreadsheet with appropriate headings • Use a simple formula eg SUM • Use a spreadsheet to investigate eg cost of foods / drinks Which is the best value drink?	• Use formulae and functions in a spreadsheet • Alter the format of a spreadsheet • Change data to satisfy 'What if' queries • Use a spreadsheet to solve simple problems eg the relationship between the perimeter and area of a quadrilateral

Research

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• With support, use CD ROMs to find information eg from a CD ROM encyclopaedia	• Use CD ROMs to find information eg from a CD ROM encyclopaedia • With support (Favourites file, hyperlinks set up by the teacher) use the Internet to find information for a topic	• With support, use simple search tools to find information on CD ROMs and the Internet eg child friendly Search Engine • Use a range of sources to find information eg CD ROMs, the Internet	• Use simple search tools to find information on CD ROMs and the Internet • Be aware of Internet safety rules	• With support, use a more complex search engine to find information on CD ROMs and the Internet • Use AND and OR in their searches • With support, check the	• Use a more complex search engine to find information on CD ROMs and the Internet • Check the accuracy of information • Know of privacy and other issues related to using the

		• Begin to be aware of Internet safety rules		accuracy of information • Begin to be aware of privacy and other issues related to using the Internet	Internet