



# Curriculum Area Progression Summary

## Area of Learning: Understanding the World - Technology

Stage	Summary of key skills and knowledge to be acquired
4	<ul style="list-style-type: none"> <li>● Is able to make a choice between switches.</li> <li>● Initiates the exploration of technology,</li> <li>● Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>● Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>
5	<ul style="list-style-type: none"> <li>● Can select favourite icons or apps.</li> <li>● Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>● Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>● Introduced to rules of being online - are they the same / different to in person?</li> </ul>
6	<ul style="list-style-type: none"> <li>● Completes a simple program on a computer.</li> <li>● Uses ICT hardware to interact with age-appropriate computer software.</li> <li>● Knows that information can be retrieved from computers</li> <li>● Follow simple rules when using technology</li> <li>● Recognises that the internet is an important part of life</li> <li>● Knows that not everything on the internet is factual, e.g. people pretending to be someone else</li> </ul>
7	<ul style="list-style-type: none"> <li>● To make simple marks using pen and/or brush tools.</li> <li>● Use simple document tools to write their name or a short sentence, using the spacebar and backspace keys.</li> <li>● Look at websites with the teacher and discuss what is seen.</li> <li>● Learn that online is not the same as real life.</li> <li>● Learn that online is not the same as real life.</li> <li>● They don't go on the internet unless their teacher or a trusted adult helps them.</li> <li>● know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult.</li> <li>● understand that passwords should be kept private</li> <li>● know that online communication is not always confidential and that it can be monitored</li> </ul>
8	<ul style="list-style-type: none"> <li>● To experience toys that have different forms of control.</li> <li>● To talk about where computers can be used in the world.</li> <li>● Use a beebot with an adults help.</li> <li>● To be able to use the backspace key to correct mistakes.</li> <li>● To be able to use the space bar key to create spaces between the types words and use the shift key where appropriate.</li> <li>● To be able to write in full sentences using spaces, capital letters and full stops.</li> <li>● To be able to use a pen and a brush to create a range of different lines and textures.</li> <li>● To be able to use the fill tool to ensure that shapes that are created with solid, pattern and gradient fill colours.</li> <li>● To use the back button on a website.</li> <li>● To know that information can be found using the internet.</li> <li>● Understand what advertising is and learn to ignore embedded advertising</li> <li>● Understanding how digital technology can track and deliver information through smart systems.</li> </ul>
9	<ul style="list-style-type: none"> <li>● Use a beebot more independently.</li> <li>● Be able to write/ amend instructions so that they can be followed by others.</li> </ul>



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	<ul style="list-style-type: none"> <li>● When using word insert/delete a word using the mouse and arrow keys.</li> <li>● To be able to save my work independently using an appropriate title</li> <li>● To be able to insert a picture into a piece of text and resize it.</li> <li>● To be able to use the shape tools to draw a variety of objects and pictures.</li> <li>● To be able to use solid, pattern and gradient fills when dealing with shapes and pictures.</li> <li>● To be able to recognise that pictures can be taken with a camera and other digital devices such as an IPOD and IPAD.</li> <li>● To be able to explain what a slide show is and experiment with images and text to create a simple slide show that has a title page and 3 other slides</li> <li>● I can click links on a web site.</li> <li>● I can print a web page to use as a resource.</li> <li>● I can log on to the pupil shared network</li> <li>● I can understand a computer network is a group of computers connected together.</li> <li>● I know that the internet is a type of network.</li> <li>● Know how to respond to unpleasant communications via mobile phone, text, IM or email, chat rooms. (Save the message and show it to a trusted adult.)</li> <li>● Understand the difference to publishing on the safe site and an open site and that if they make their personal information available online it may be seen and used by others. (e.g. use a suitable alias on sites such as ClubPenguin)</li> </ul>
<p><b>10</b></p>	<ul style="list-style-type: none"> <li>● To use a beebot without adult support.</li> <li>● To control a beebot using forwards, backwards, left, right, up, down.</li> <li>● When Using word they can use the bullets and numbering tools confidently.</li> <li>● To be able to use the word count tool to check the length of my document so that it remains within limit.</li> <li>● To be able to copy graphics from a range of sources such as 'google images' and paste it</li> <li>● To be able to use ICT such as cameras, and IPADS to capture still images independently.</li> <li>● To be able to put some animation with support into my presentation.</li> <li>● To be able to make multimedia presentations which contain basic sound, transition animation between slides and buttons (click of the mouse) to navigate with some support.</li> <li>● To recognise what an email address looks like.</li> <li>● To send and reply to messages sent by a safe email partner (within school). (Entry 1)</li> <li>● Understand that if they make their personal information available online it may be seen and used by others. (Entry 2)</li> <li>● Understand copyright issues – what images / videos / sounds are legal and safe to use.</li> <li>● Be aware that web sites are not always accurate</li> </ul>
<p><b>11</b></p>	<ul style="list-style-type: none"> <li>● To control the textease turtle or equivalent using forwards, backwards, left, right, up, down with support.</li> <li>● start to investigate and build own robots with more independence using Lego SPIke essential</li> <li>● To be able to use word to change format, layout and incorporate graphics</li> <li>● To be able to use search engines for information, images and video online with awareness that filtering can vary depending on setting in school and at home, avoiding advertising pop ups recognising that because links are ranked does not make them the most accurate or Fit for purpose.</li> </ul>



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	<ul style="list-style-type: none"> <li>● To be able to save an image document as a gif or jpeg file format, using the 'save as' command</li> <li>● To be able to confidently use ICT such as cameras, IPAD or other digital devices to record sounds and capture both still and video images to be saved and used at a later time.</li> <li>● To be able to create a multimedia presentation that uses an appropriate design aimed at the target audience.</li> <li>● To be able to fill in a data collection sheet independently.</li> <li>● To be able to enter this information and make a graph and print this.</li> <li>● I can understand a computer network is a group of computers connected together.</li> <li>● I can add and retrieve information or files from the pupil shared network, such as class work or independent research.</li> </ul>
<p><b>12</b></p>	<ul style="list-style-type: none"> <li>● To draw a square, rectangle and other regular shapes on screen, using commands (e.g pen up, pen down , repeat.</li> <li>● To be able to create a series of instructions to enable create a design or write initials.</li> <li>● To be able to change the font, format and size of my text.</li> <li>● To be able to delete, insert and replace text and use a spell checker to edit.</li> <li>● To be able to confidently format all text to suit the purpose of my document.</li> <li>● To be able to incorporate graphics where appropriate, using the most effective text wrapping formats.</li> <li>● To be able to use a range of graphic tools including stamps, multiply, alter size of brush and resize objects.</li> <li>● To be able to make an information poster applying the graphic skills to good effect.</li> <li>● To be able to save an image document as a gif or jpeg file format, using the 'save as' command</li> <li>● To be able to confidently use ICT such as cameras, IPAD or other digital devices to record sounds and capture both still and video images to be saved and used at a later time.</li> <li>● To be able to design simple questionnaires to record numbers, text and choices when using databases.</li> </ul>
<p><b>13</b></p>	<ul style="list-style-type: none"> <li>● To introduce children to coding and how to produce a simple moving sprite.</li> <li>● To be able to search a database using +&lt; and =&gt;.</li> <li>● To be able to create charts, graphs and tables that are then copied and pasted into other documents such as 'word'.</li> <li>● add and retrieve information or files from the pupil shared network, such as class work or independent research.</li> <li>● Understand wireless and wired networks.</li> <li>● can conduct a video chat with someone elsewhere in the school or another school with support.</li> <li>● I can conduct a video chat with more than one person at a time with support.</li> <li>● Search sensibly for images and video online with awareness that filtering can vary depending on setting in school and at home, avoiding advertising pop ups and other distractions.</li> <li>● Understand Wikis are multi-author web documents which have not always been verified.</li> </ul>
<p><b>14</b></p>	<ul style="list-style-type: none"> <li>● To control a number of sprites by giving direct instructions with support.</li> <li>● To be able to use complex and repeating procedures to create an effect or manipulate the sprites e.g. fade, turn on touch.</li> </ul>



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	<ul style="list-style-type: none"><li>● To be able to use a simple Spreadsheet including entering data and formulas.</li><li>● To be able to add and retrieve information or files from the pupil shared network, such as class work or independent research.</li><li>● Understand the term “protocol” or IP.</li><li>● Conduct a video chat with someone elsewhere in the school or another school.</li><li>● conduct a video chat with more than one person at a time.</li><li>● understand the dangers of video chats with someone I don't know.</li><li>● send an email with numerous attachments.</li><li>● Search sensibly for images and video online with awareness that filtering can vary depending on setting in school and at home, avoiding advertising popups and other distractions.</li></ul>
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