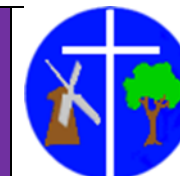


Subject –Skills Progression Key Stage 2



Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impact
e-Safety	<ul style="list-style-type: none"> • I can talk about what makes a secure password and why they are important. • I can protect my personal information when I do different things online. • I can recognise websites and games appropriate for my age. • I can post positive comments online. • I ask an adult before downloading files and games from the Internet. • I can use the safety features of websites and also report concerns to an adult. 	<ul style="list-style-type: none"> • I can choose a secure password and screen name when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I share online can be seen by others. • I choose websites, apps and games that are appropriate for my age. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I comment positively and respectfully online and through text messages. • I can make good choices about how long I spend online 	<ul style="list-style-type: none"> • I can choose a secure password and screen name. • I protect my password and other personal information. • I know that anything I post online can be seen, used and may affect others. • I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. • I can talk about the dangers of spending too long online or playing a game. • I can explain the importance of communicating kindly and respectfully. • I can discuss the importance of choosing an age-appropriate website, app or game. • I can explain why I need to protect my computer or device from harm. 	<ul style="list-style-type: none"> • I can explain the consequences of sharing too much about myself online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I protect my computer or device from harm on the Internet. 	Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Technology in our lives</p>	<ul style="list-style-type: none"> • I can save and retrieve work on the Internet, the school network or my own device. • I can talk about the parts of a computer. • I can tell you ways to communicate with others online. • I think about whether I can use images that I find online in my own work. • I can describe the World Wide Web as the part of the Internet that contains websites. 	<ul style="list-style-type: none"> • I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns images and text. • I can recognise that websites use different methods to advertise products 	<ul style="list-style-type: none"> • I can describe different parts of the Internet and how it is different from the World Wide Web. • I can describe the different parts of a webpage. • I can use different online communication tools for different purposes. • I can use a search engine to find appropriate information and check its reliability. • I can recognise and evaluate different types of information I find on the World Wide Web. • I can find out who the information on a webpage belongs to • I know which resources on the Internet I can download and use. 	<ul style="list-style-type: none"> • I can tell you the Internet services I need to use for different purposes. • I can describe how information is transported on the Internet. • I can select an appropriate tool to communicate and collaborate online. • I can talk about the way search results are selected and ranked. • I can check the reliability of a website. • I can tell you about copyright and acknowledge the sources of information online. • I know that websites can use my data to make money and target advertising. • I can describe the ways in which websites advertise their products to me 	<p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Programming</p>	<ul style="list-style-type: none"> • I can break an open-ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. • I keep testing my program and can recognise when I need to debug it. • I can describe the algorithm I will need for a simple task. • I can detect a problem in an algorithm which could result in unsuccessful programming. 	<ul style="list-style-type: none"> • I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can use a variety of tools to create a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I recognise that an algorithm will help me to sequence more complex programs. • I can recognise an error in a program and debug it. • I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 	<ul style="list-style-type: none"> • I can deconstruct a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. • I can refine a procedure using repeat commands to improve a program. • I use logical thinking, imagination and creativity to extend a program. • I can use a variable to increase programming possibilities. • I can change an input to a program to achieve a different output. • I can use 'if' and 'then' commands to select an action. • I can use a variable and operators to stop a program. • I can use logical reasoning to detect and debug mistakes in a program. 	<ul style="list-style-type: none"> • I can deconstruct a problem into smaller steps, recognising similarities to previous solutions. • I can explain and program each of the steps in my algorithm accurately. • I can evaluate the effectiveness and efficiency of my algorithm while I continue to test my programming. • I can recognise when I need to use a variable to achieve a required output. • I can talk about how a computer model can provide information about a physical system. • I can use different inputs (including sensors) to control a device or onscreen action and make predictions. • I can use logical reasoning to detect and correct errors in a algorithms and programs. 	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Handling Data	<ul style="list-style-type: none"> • I can search a ready-made database to answer questions. • I can collect data help me answer a question. • I can add to a database. • I can understand what a branching database is. • I can use a data logger to monitor changes and talk about the information collected. 	<ul style="list-style-type: none"> • I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. • I can use a data logger to record and share my readings with my friends 	<ul style="list-style-type: none"> • I can use a spreadsheet to collect and record data. • I can choose an appropriate tool to help me collect data.. • I can present data in an appropriate way. • I can talk about mistakes in data and suggest how it could be checked. 	<ul style="list-style-type: none"> • I can plan the process needed to investigate the world around me. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database. 	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
Multi-media	<ul style="list-style-type: none"> • I can create different effects with different technology tools. • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can evaluate my work and improve its effectiveness. • I can use an appropriate tool to share my work online. • I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. 	<ul style="list-style-type: none"> • I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident exploring new media to widen my ability. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can choose an appropriate tool to share my work and collaborate online. • I can create a hyperlink to a resource on the World Wide Web. • I can give constructive feedback to my friends to help them improve their work and refine my own. 	<ul style="list-style-type: none"> • I can use text, photo, sound and video editing tools to refine my work. • I can use the skills I have already developed to create content for a given purpose. • I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. • I can review and improve my own work and support others to improve their work. • I can select an appropriate online or offline tool to create and share ideas. 	<ul style="list-style-type: none"> • I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others. • can select the most effective tool to collect, analyse, evaluate and present data and information 	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting and presenting data and information.</p>