

## Y3

To continue to develop typing speed and accuracy to develop competency in typing  
To understand the purpose of and use independently a range of different technology.  
To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.  
To follow a simple search to find specific information from a web site  
To find and use appropriate information  
To identify how different web pages are organised e.g. graphics, hyperlinks, text  
To navigate a web page to locate specific information  
To know that ICT enables access to a wider range of information and tools to help find specific information quickly  
To understand a website has a unique address  
To understand that Cloud based tools can allow multiple people to contribute to shared documents and Google Sites  
To continue to produce work using a computer, using more advanced features of programs and tools.  
To work collaboratively together to create documents, including presentations.  
To use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher.  
To understand they can compose music using icons to represent musical phrases  
To understand ICT allows easy creation, manipulation and change  
To know they can record sound using ICT that can be stored and played back and independently using a **range of tools** to record sound.  
To independently record video using a range of devices and for a range of purposes.  
To independently take photographs taking into account the audience and/or purpose for the image.  
To create digital artefacts using photographs which they have taken or found.  
To edit photographs using a range of basic tools.  
To understand the basic structure of a database.  
To be able to add data to a pre-made database.  
To use the data in a pre-made database to generate graphs and charts.  
To use technology to create graphs and charts.  
To continue to develop their understanding of how computer and technology works and how computers process instructions and commands.  
To create, edit and refine more complex sequences of instructions for a variety of programmable devices.  
To use a computer to create basic applications, investigating how different variables can be changed and the effect this has..  
To use a range of increasingly simulations to represent real life situations.  
Use simulations to make and test predictions.

## Y4

To continue to develop typing speed and accuracy to develop competency in typing  
To understand the purpose of and use independently a range of different technology.  
To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.  
To draw information from a question to develop keywords to find relevant information e.g. What did Romans eat?  
To understand the dynamics of a search engine and know that there are different search engines (some within specific sites e.g. BBC, and some the whole of the Internet e.g. Google, Yahoo!igans, Ask Jeeves)  
To be able to skim read and sift information to check its relevance and modify their search strategies if necessary  
To understand that the information they use needs to be appropriate for the audience they are writing for e.g. copying and pasting difficult language  
To evaluate different search engines and explain their choices for using these for different purposes  
To begin to recognise that anyone can author on the Internet and sometimes authors on the Internet can produce content which is offensive, rude and upsetting and to follow school rules if anything is found  
To understand a small range of web 2.0 tools that can help them work together and collaborate; forums, shared documents etc  
To use the web 2.0 tools to work collaboratively on a project (e.g. sharing comparative data, creating a story)  
To understand how e-mails work and be able to send an e-mail, including choosing a suitable subject and entering addresses in the 'to', 'cc' and 'bcc' fields.  
To share and exchange their ideas using e-mail and electronic communication- inside the school environment.  
To create a website, giving thought to its audience and including links, images and embedded media and documents.  
To understand that evaluation and improvement is a vital part of a design process and ICT allows changes to be made quickly and efficiently  
To know they can record sound using ICT that can be stored and played back and independently using a **range of tools** to record sound, choosing appropriate tools for the situation and purpose.  
To use a range of technology to sequence sound samples, giving consideration to the audience and purpose.  
To create basic stop motion animations using technology.  
To independently record video using a range of devices and for a range of purposes.  
To use technology to create images and apply effects to these images.  
To use technology to edit video, applying basic effects and transitions.  
To independently take photographs taking into account the audience and/or purpose for the image.  
To continue to use technology, including spreadsheets to create graphs and present data in different ways.  
To be able to design and create a basic database, including using basic data validation.  
To use a database to answer questions by constructing queries.  
To continue to develop their understanding of how computer and technology works and how computers process instructions and commands.  
Use templates on a computer to create a game, which can be controlled by external inputs, changing parameters and algorithms and investigating the effect this has on the response.  
To understand that ICT allows for situations to be modelled, or those which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations.

model 3D objects made up of cuboids.

# ICT

## Y5

To continue to develop typing speed and accuracy to develop competency in typing  
To understand the purpose of and use independently a range of different technology.  
To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.  
To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data  
To save and use pictures, text and sound and be able to import into a document for presentation (ref. multimedia presentation)  
To recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate  
To understand the issues of copyright and how they apply to their own work  
To share and exchange their ideas using e-mail and electronic communication- inside the school environment.  
To use collaboration tools to work together to produce a joint piece of work  
To create websites for a specific purpose and improve these sites.  
To use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools.  
To select tools which they can use to help them achieve a specific aim and justify these choices to others.  
To use technology to electronically compose music or sounds including creating melodies and save these as audio files.  
To use technology to capture and edit video, applying a range of different effects and incorporating numerous video clips.  
To use technology to create images including using layers.  
To understand the difference between a image and a vector drawing.  
To independently take photographs and record video taking into account the audience and/or purpose for the image/video.  
To continue to use, search, enter data into and create their own databases  
To continue to use technology, including spreadsheets to create graphs and present data in different ways..  
To continue to develop their understanding of how computer and technology works and how computers process instructions and commands, including the use of coding languages.  
To explore ways in which software can be planned.  
To use assisted programing software to create basic software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations.  
To understand that ICT allows for situations to be modelled, or those which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations.  
Know that simulations are often guided by hidden rules  
To use software to model 3D objects

## Y6

To continue to develop typing speed and accuracy to develop competency in typing  
To understand the purpose of and use independently a range of different technology.  
To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.  
To check plausibility of information from a variety of sources on the same topic  
To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data  
To understand plagiarism and the importance of acknowledging sources  
To use appropriate forms of communication to, share information or ideas  
To use collaboration tools to work together to produce a joint piece of work with children both inside Portway Junior and in other schools. To use tools to help them design and create a web based application for smart phones/tablets, giving consideration to the market/audience for their application.  
To create websites for a specific purpose and improve these sites.  
To use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools.  
To select tools which they can use to help them achieve a specific aim and justify these choices to others..  
Understand the importance of evaluation and adaptation of individual features to enhance the overall product.  
To begin to recognise the different layers of sound in a professional broadcast and use technology to record and manipulate music/sound refining for a given audience or project  
To use technology to create stop motion animations and add audio and video effects to these animations.  
To use a computer to add complex effects to photographs and to perform common photograph edits (e.g. red eye removal)  
To compare different image creation and editing tools and select the most appropriate tool to use, justifying their choices.  
To independently take photographs and record video taking into account the audience and/or purpose for the image/video.  
To continue to use, search, enter data into and create their own databases..  
To continue to use technology, including spreadsheets to create graphs and present data in different ways. To be able to design, construct, evaluate and modify simple models i.e. enter data, enter formulae, copy cells and use simple formatting in a spreadsheet.  
To use a spreadsheet to draw a graph to show data  
To understand that ICT allows quick and easy changes to be made to different variables once a spreadsheet is set up. Talk about how the spreadsheet helps them to manipulate a model easily  
To continue to develop their understanding of how computer and technology works and how computers process instructions and commands, including the use of coding languages.  
To use assisted programing software to more complex software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations.  
To control an on screen icon using text based programming, including writing complex written algorithms which involve sensors