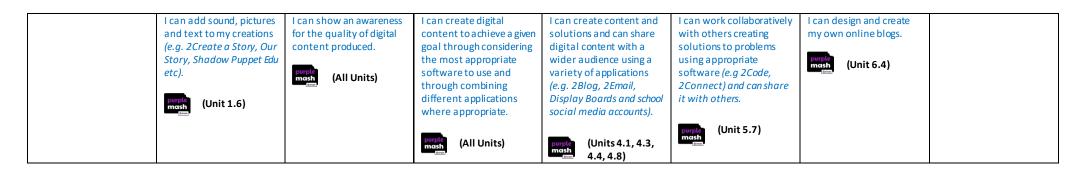


<u>Sunnybrow Primary Computing - Progression of Skills and Assessment Profile – Information Technology</u>

Age Related Expectations							
EYFS Expectations	Year 1 Expectations	Year 2 Expectations	Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations	Beyond Year 6 Expectations
I can complete a simple activity/game on a digital device.	I can recognise that digital content is represented in many forms (image, text, audio, video).	I can use a range of input and output devices (keyboard, mouse, touchscreen, microphone, screen, printout, video, audio etc).	I can carry out searches to find digital content on a range of online systems (e.g. within Purple Mash or on an internet search engine).	I understand the purpose of a search engine and the main features within it. (Unit 4.7)	I can search precisely when using a search engine (e.g. I know I can add additional words or remove words to help find better results).	I can use filters when searching for digital content and can use more complex searches for information (e.g. 'AND', 'OR', 'NOT').	I can write formulae to solve maths problems (e.g. unit converters).
		purple mash (All Units)	mash (All Units)		mash (Unit 5.2)	mash (Unit 6.2, 6.9)	
I can use software to create digital content (art, music etc).	I can use a variety of software to manipulate and present digital content.	I can organise and find data using specific searches (e.g. using 2Investigate).	I can collect, organise and presents data and information in digital content.	I can look at information on a webpage and make predictions about the accuracy of information contained within it.	I can explain in detail how accurate, safe and reliable the content is on a webpage.	I can explain in detail how accurate and reliable a webpage and its content is.	I can analyse and evaluate data and information and recognise that poor quality data leads to unreliable results, and
	purple mash (All Units)	(Units 2.3, 2.4, 2.5)	(Units 3.3, 3.6, 3.8)	purple mash (Unit 4.7)	purple mash (Unit 5.2)	purple mash (Unit 6.2)	inaccurate conclusions.
I can shoot and review digital photos.	I can talk about mywork and make changes to improve it.	I can use several programs to organise information (e.g. using binary trees such as 2 Question or	I can talk about mywork and make improvements based onfeedback received.	I can create and improve my solutions to a problem based on feedback (e.g. creating a program using	I recognise the audience when designing and creating digital content.	I can compare a range of digital content sources and rate them in terms of content quality and	
	(All Units)	spreadsheets such as 2Calculate).	purple mash (All Units)	Scratch or 2 Code). Purple mash (Units 4.1, 4.2)	(All Units)	(Units 6.1, 6.3, 6.4, 6.5, 6.7, 6.9)	
I can type letters using a keyboard (physical or touchscreen) to write short words or sentences.	I can name, save and find my work.	I can edit digital data (e.g. data in music composition software like 2Sequence).	I can present and analyse data and information using different software (e.g. 2 Question -	I can review solutions that others have created, using a checklist of criteria.	I can comment on how successful a digital solution is that I have created (e.g. a program	I can consider the intended audience carefully when I design and make digital content.	
Short words of semetices.	(All Units)	(Unit 2.7 & most units)	branching database or 2Graph - graphing tool). [Units 3.3, 3.6, 3.8, 3.9]	(Units 4.1, 4.2)	built in 2Code or Scratch).	(Units 6.1, 6.3, 6.4, 6.5, 6.7, 6.9)	



^{*} Children should also understand and apply the vocabulary related to this strand of the curriculum for their year group.

Skills based on progression documents from 2Simple Software, CAS (Computing at School), Animate 2 Educate Ltd and Simon Haughton Computing