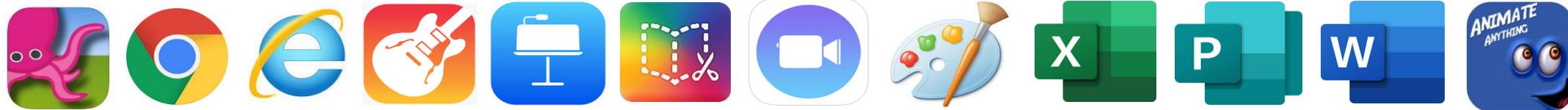




St Leonard's First School, Ipstones

Information Technology Progression Map



These skills are to be embedded throughout the curriculum with children having the opportunity to learn, apply and practise these skills. They will be introduced in meaningful contexts, linked to the other areas of the curriculum, opposed to in isolation during computing lessons.

Creating media Text and Images

Applications to support this area of the curriculum.

Microsoft Word /Publisher/Powerpoint

Keynote

Book creator

Yr 1 typing

j2e.com (Yr 1 - write)

Hello Ruby keyboard <https://www.helloruby.com/play/12>

Lesson ideas.

Posters

Copying up Writing to make more appealing - add pictures.

Creating digital books/fact files

Creating cards

Creating presentations - Topic Research

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> Create and Save work with support 	<ul style="list-style-type: none"> Create and Save Work independently. Retrieve previously saved work. 	<ul style="list-style-type: none"> Create, save retrieve and edit work independently. Search for and save work in shared areas and multiple folders. Be able to minimize documents and switch between applications freely with support. 	<ul style="list-style-type: none"> Create work by selecting appropriate applications to fit the purpose of the task. Organise own work by Be able to minimize documents and switch between applications freely
<ul style="list-style-type: none"> Add their own text to a word document. Know how to use a mouse and keyboard to do this effectively. 	<ul style="list-style-type: none"> Add a text box and titles (Word art) to a document and add their own text. Know how to add and delete these. 	<ul style="list-style-type: none"> Use text boxes and titles (Word art) Change the format of these objects and experiment with size, colour, text wrap to suit their document. Know how to achieve a desired look - 	<ul style="list-style-type: none"> Choose the appropriate application for the desired layout of their document based on the outcome. Add appropriate text boxes, titles and experiment with their style to achieve a

<ul style="list-style-type: none"> • Add and fill with colour simple shapes using the shape tool. • With support, add a previously saved image to a document. (Using Publisher to require no change of format.) • Know how to move these with support. 	<ul style="list-style-type: none"> • Add, fill and edit the outline of a shape using the shape tool. Experiment with colours. • add a previously saved image to a document. (Using Publisher to require no change of format) • Independently move the shapes, images and change the size with support 	<ul style="list-style-type: none"> • Independently Save images in an appropriate folder from the internet with support and add these to the document. • Change the format (Text wrap) of pictures to enable them to move and resize them freely. 	<ul style="list-style-type: none"> • Independently add images they have found themselves (Internet, added from another device) • Manipulate images using picture format tools
		<ul style="list-style-type: none"> • Know how to align text (left/right/centre/Justify) 	<ul style="list-style-type: none"> • Experiment with text alignment to achieve desired look..
	<ul style="list-style-type: none"> • Know how to add bullet points to organise information. 	<ul style="list-style-type: none"> • Know how to add bullet points and other change these to achieve a desired look. 	<ul style="list-style-type: none"> • Use bullet points and other organisational features. • Insert a table into a word document. • Group and ungroup objects
		<ul style="list-style-type: none"> • Use copy and paste tools. 	<ul style="list-style-type: none"> • Use copy, paste and paste format tools.

Using the Internet			
Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Recognise the main uses of the internet. • Recognise how the internet can be a positive but also a negative tool. • Search the internet for information under adult guidance. E.g. Following a given link/given website. 	<ul style="list-style-type: none"> • Recognise age appropriate website and know a short list of websites for children to use safely. • Carry out a safe search for find specific information. • Select websites from results with adult guidance . 	<ul style="list-style-type: none"> • Understand the wider range of uses that the internet can be used for. • Understand what is meant by the world wide web. • Be able to add useful websites to allow for easy navigation. • Search for images and save them to a desktop folder. 	<ul style="list-style-type: none"> • Know how to search for information effectively. (e.g. using key words/order of words) - use this to find specific information. • Understand how the internet works and how results are ranked to search and find appropriate content.

Creating Digital Art - Drawing/photography				
<u>Applications to support this area of the curriculum.</u> KS1 - Paint/ jspaint.app / draw and tell HD KS2 - 3D Paint Keynote iPad photo editing Pic collage Edu			<u>Lesson Ideas</u> Self Portraits Create artwork to accompany writing - characters Create a digital version of art by a chosen artist. Recreating a piece of art digitally (make photo opaque - draw over)	
Year 1		Year 2	Year 3	Year 4
<ul style="list-style-type: none">• Draw freely using pencil and brush tools and change the colour.• Select the rubber tools to erase work and do this using appropriate adult support (adult selecting size and supporting with control)• Insert shapes.		<ul style="list-style-type: none">• Draw using the pencil and brush tools, change the colour and the size of the brush.• Know how to erase their own work and change the size of the rubber• Insert shapes, resize and fill them to create pictures.	<ul style="list-style-type: none">• Move onto using more advanced software with a wider range of tools. (Paint 3D/Keynote draw tools)• Select and experiment with different drawing tools to create different effects.• Have more precision when drawing.	<ul style="list-style-type: none">• Move onto using more advanced software with a wider range of tools effectively.• Select an app to use to achieve desired outcome/effect.• Effectively select and experiment with different drawing tools to create different effects.
Photography				
<ul style="list-style-type: none">• Take a photograph using an iPad for a purpose.	<ul style="list-style-type: none">• Take a photograph using the iPad - taking into consideration the focus of the image.• Evaluate the quality of their image and retake, making adjustments to the position, lighting.	<ul style="list-style-type: none">• Manipulate a photograph you have taken using editing software to enhance the colours/lighting.	<ul style="list-style-type: none">• Experiment with a range of photographic effects and settings using photo editing software to achieve a desired outcome.	

Sound and Motion- Creating music and Videos

Sound and Motion- Creating music and Videos			
Applications to support this area of the curriculum.		Lesson Ideas	
Chatterpix/Animate Anything		Performing writing/poetry/scripts	
Apple clips		Acting out stories	
Doink Green Screen		Create sound effects to use when telling a story	
Garage band		Create a piece of music to match the mood of a text.	
Audacity		History - Chatterpix/animate anything - speak in role of historical person.	
Year 1		Year 2	
<ul style="list-style-type: none"> Record sound/video for a given purpose using the camera too. 		<ul style="list-style-type: none"> Record sound and video for a purpose. Evaluate the quality of their sound/video and retake, making adjustments to the position/background noise. 	
Year 3		Year 4	
<ul style="list-style-type: none"> Use given software to record a video. Use software to record/create a sound clip. Combine the separate sound and video clips together using appropriate software to create a short video/Trailer etc. 		<ul style="list-style-type: none"> Combine recorded sound and video to make a video clip using the following tools. Edit video clips by splitting them, shortening them. Change the volume of sounds. Add titles. Create a plan for a video and execute this. Choose the best software to use for the desired outcome as a result of its features. 	

Data Handling

Data Handling			
Applications to support this area of the curriculum.		Lesson Ideas	
Microsoft Excel		Maths - create charts/pictograms created in statistics lessons digitally. (Use j2e charts/pictograms)	
Microsoft Word		Science - Present findings from investigations digitally	
Poplet		- Grouping animals (Digital Venn Diagrams/Branching database)	
j2e pictogram (use to access other charts too) (Online)			
Year 1		Year 2	
<ul style="list-style-type: none"> I know that information/objects can be grouped to make it more manageable I can choose how to group objects/Information. I know that I can represent information digitally. I can record and share grouped information digitally with support. 		<ul style="list-style-type: none"> I can use an application to present data I have created on paper I can independently input data onto a device I understand the difference/benefits of presenting data digitally. I can use a computer program to present information in different ways I can create a pictogram digitally and draw conclusions from it I can give simple examples of why information should not be shared 	
Year 3		Year 4	
<ul style="list-style-type: none"> Use a ready-made database to search and answer questions. Input given data into a given spreadsheet to organise information. Know how a spreadsheet allows us to organise and represent data. Be able to represent different types of data in different ways digitally with adult guidance on what to use (branching database /spreadsheets/Bar charts/pictograms) 		<ul style="list-style-type: none"> Use a ready-made database to search and answer questions. Know the different uses of a spreadsheet and how they can help with specific task data sorting - e.g. totals, grouping information. Answer questions based on these using a given database. Input data into a spreadsheet. (Create own) Create questions to accompany this Select the most appropriate way to represent different types of data digitally and be able to explain reasons for their choices. 	