



E-Safety & Using Technology

R

Recognise, identify and describe the range of devices and tools they encounter in everyday life

1

Observe, Select and Categorise how what they can create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)
Show an awareness of different forms of information

2

Compare, contrast and recall websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)

Communicate effectively regarding internet safety.

3

Begin to **demonstrate understanding** and show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.

4

Show an understanding of the school network and how it links computers to resources in school and beyond.

5

Begin to show an awareness and select specific tools used in working life.

6

Use and **justify** appropriate methods to validate information and check for bias and accuracy.

Critique and hypothesise searching for reliable sources online by independently and with due regard for safety, using a variety of techniques to find a range of information and resources on a specific topic.

Repurpose selected resources for a given audiences, acknowledging material used where appropriate.

Programming

Recognise, identify and describe how giving instructions in turn creates outcomes and that instructions can be varied for a desired outcome

Classify, sequence and control simple everyday devices to make them produce different outcomes.

Reason, speculate and summarise on how a device will behave if the programming is altered.

Synthesise and explain own short sequence to others and plan ahead when programming devices on and off

Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming to **reach informed conclusions**.

Make reasoned judgements on altering independently created sequences and commands which control devices in response to sensing (i.e. use inputs as well as outputs).

Apply, evaluate, design, build, test and modify the system; ensuring that it is fit for purpose.

Digital Literacy

Recognise, Identify and Describe suitable sounds from a bank to express their ideas.

With support. record short speech.

Observe, Select and Categorise digital media collaboratively to create class resource which includes text, graphic and sound

Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work.

Synthesise, explain, record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back.

Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.

Multimedia work shows restrained use of effects that help to convey meaning rather than impress.

Create and invent forms of multimedia by using a range of media that has been sourced / captured / manipulated as part of a bigger project (eg presentation or document).