



# Information Technology Progression Framework 2022-2023

Area	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>• Talk about different kinds of information such as pictures, videos, text and sound.</li> <li>• Use a mouse and touch screen to move objects on a screen.</li> <li>• Create shapes and text on a screen.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the different ways in which information can be shown.</li> <li>• Use technology to collect information, including photos, videos and sound.</li> <li>• Sort different kinds of information and present it to others.</li> <li>• Add information to a pictogram and talk about their findings.</li> <li>• Use software with support, to create, store and edit digital content using appropriate file and folder names.</li> <li>• Use the keyboard or a word bank on a device to enter text into a program.</li> <li>• Understand some of the basic</li> </ul>	<ul style="list-style-type: none"> <li>• Create a graph or chart using data collected on a specific topic area.</li> <li>• Talk about the data that is shown in their chart or graph.</li> <li>• Explain how investigating data can be used to answer a question.</li> <li>• Use a variety of software to manipulate and present digital content in different ways with increasing independence.</li> <li>• Talk about the different ways to use technology to collect information, including a camera or sound recorder.</li> <li>• Use the keyboard on their device to add, delete, edit and format text.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between data and information.</li> <li>• Talk about the different ways data can be converted into information.</li> <li>• Search a ready-made database to answer specific questions.</li> <li>• Collect data to help answer questions about a specific topic or theme.<sup>7</sup></li> <li>• Add to and edit an existing database.</li> <li>• Combine a mixture of text, graphics and sound to share ideas and learning.</li> <li>• Use appropriate keyboard commands to amend text.</li> <li>• Be able to effectively use a spell checker.</li> <li>• Evaluate their work and improve its effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the different ways data can be organised.</li> <li>• Demonstrate the different ways data can be converted into information.</li> <li>• Make a branching database.</li> <li>• Collect data and identify where it could be inaccurate.</li> <li>• Plan, create and search a database.</li> <li>• Select the best way to present data to a specific audience.</li> <li>• Log data using a device.</li> <li>• Use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>• Be confident to explore new media to extend what they can achieve.</li> <li>• Change the appearance of text to increase its</li> </ul>	<ul style="list-style-type: none"> <li>• Choose an appropriate tool to help them collect data.</li> <li>• Present data in an appropriate way depending on the theme or audience.</li> <li>• Use a spreadsheet and database to collect, record and evaluate data.</li> <li>• Search a database using different operators to refine a search.</li> <li>• Talk about errors in data and suggest how it could be checked.</li> <li>• Use text, photo, sound and video editing tools to evaluate and refine their work.</li> <li>• Be able to use a variety of familiar and unfamiliar software by using a pre existing skill set.</li> </ul>	<ul style="list-style-type: none"> <li>• Select the most effective tool to collect data for their investigation.</li> <li>• Check the data they collect for accuracy and plausibility,</li> <li>• Plan the process needed to investigate a set environment or setting.</li> <li>• Interpret and present the data they collect.</li> <li>• Use the skills developed to interrogate a database.</li> <li>• Uses a range of strategies to increase the accuracy of keyword searches. Makes confident inferences about their effectiveness.</li> <li>• Talk about audience, atmosphere and structure when planning a particular media outcome.</li> <li>• Combine a range of media, recognising the contribution of each to</li> </ul>



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		<p>functions on a keyboard (Backspace, Caps Lock, Enter)</p> <ul style="list-style-type: none"><li>• Save information in a specific place and retrieve it again.</li><li>• Use technology to collect information, including photos, videos and sounds.</li></ul>	<ul style="list-style-type: none"><li>• Talk about an online tool that will help them to share their ideas with other people.</li><li>• Save and open files on the device they use from a specific file location.</li></ul>	<ul style="list-style-type: none"><li>• Use an appropriate tool to share their work online.</li></ul>	<p>effectiveness depending on the audience or mood.</p> <ul style="list-style-type: none"><li>• Create, modify and present documents for a particular purpose and audience.</li><li>• Use a keyboard confidently and make use of a spellchecker to write and review their work.</li><li>• Use an appropriate tool to share their work and collaborate online.</li><li>• Be able to evaluate other people's work and give them constructive feedback to help them improve their work.</li></ul>	<ul style="list-style-type: none"><li>• Select, use and combine the appropriate technology tools to create effects in media.</li><li>• Select an appropriate online or offline tool to create and share ideas.</li><li>• Evaluate and improve their own work and support others in improving their work.</li><li>• Acknowledges sources of information appropriately.</li></ul>	<p>achieve a particular outcome.</p> <ul style="list-style-type: none"><li>• Confidently identify the potential of unfamiliar technology and how it can be used effectively.</li><li>• Explain why they select a particular online tool for a specific purpose.</li><li>• Be digitally discerning when evaluating the effectiveness of their own work and the work of others.</li><li>• Recognises the importance of copyright and how to acknowledge the sources of information.</li></ul>
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