Information Technology Progression Framework
2024-2025

Area	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	• Talk about different kinds of information such as pictures, videos, text and sound. • Use a mouse and touch screen to move objects on a screen. • Create shapes and text on a screen.	• Talk about the different ways in which information can be shown. • Use technology to collect information, including photos, videos and sound. • Sort different kinds of information and present it to others. • Add information to a pictogram and talk about their findings. • Use software with support, to create, store and edit digital content using appropriate file and folder names. • Use the keyboard or a word bank on a device to enter text into a program. • Understand some of the basic	• Create a graph or chart using data collected on a specific topic area. • Talk about the data that is shown in their chart or graph. • Explain how investigating data can be used to answer a question. • Use a variety of software to manipulate and present digital content in different ways with increasing independence. • Talk about the different ways to use technology to collect information, including a camera or sound recorder. • Use the keyboard on their device to add, delete, edit and format text.	• Understand the difference between data and information. • Talk about the different ways data can be converted into information. • Search a ready-made database to answer specific questions. • Collect data to help answer questions about a specific topic or theme.7 • Add to and edit an existing database. • Combine a mixture of text, graphics and sound to share ideas and learning. • Use appropriate keyboard commands to amend text. • Be able to effectively use a spell checker. • Evaluate their work and improve its effectiveness.	• Demonstrate the different ways data can be organised. • Demonstrate the different ways data can be converted into information. • Make a branching database. • Collect data and identify where it could be inaccurate. • Plan, create and search a database. • Select the best way to present data to a specific audience. • Log data using a device. • Use photos, video and sound to create an atmosphere when presenting to different audiences. • Be confident to explore new media to extend what they can achieve. • Change the appearance of text to increase its	• Choose an appropriate tool to help them collect data. • Present data in an appropriate way depending on the theme or audience. • Use a spreadsheet and database to collect, record and evaluate data. • Search a database using different operators to refine a search. • Talk about errors in data and suggest how it could be checked. • Use text, photo, sound and video editing tools to evaluate and refine their work. • Be able to use a variety of familiar and unfamiliar software by using a pre existing skill set.	• Select the most effective tool to collect data for their investigation. • Check the data they collect for accuracy and plausibility, • Plan the process needed to investigate a set environment or setting. • Interpret and present the data they collect. • Use the skills developed to interrogate a database. • Uses a range of strategies to increase the accuracy of keyword searches. Makes confident inferences about their effectiveness. • Talk about audience, atmosphere and structure when planning a particular media outcome. • Combine a range of media, recognising the contribution of each to

		functions on a keyboard (Backspace, Caps Lock, Enter)	• Talk about an online tool that will help them to share their ideas with other people.	• Use an appropriate tool to share their work online.	effectiveness depending on the audience or mood.	• Select, use and combine the appropriate technology tools to create effects in media.	achieve a particular outcome.
		• Save information in a specific place and retrieve it again.	• Save and open files on the device they use from a specific file location.		• Create, modify and present documents for a particular purpose and audience.	• Select an appropriate online or offline tool to create and share ideas.	• Confidently identify the potential of unfamiliar technology and how it can be used effectively.
		• Use technology to collect information, including photos, videos and sounds.			• Use a keyboard confidently and make use of a spellchecker to write and review their work.	• Evaluate and improve their own work and support others in improving their work.	• Explain why they select a particular online tool for a specific purpose.
					• Use an appropriate tool to share their work and collaborate online.	• Acknowledges sources of information appropriately.	• Be digitally discerning when evaluating the effectiveness of their own work and the work of others.
					• Be able to evaluate other people's work and give them constructive feedback to help them improve their work.		• Recognises the importance of copyright and how to acknowledge the sources of information.