



Computing Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy	Mouse control	Log into own user area on PurpleMash.	Talk about different forms of information (text, images, sound and video) and understand that some are more useful than others.	Use search technologies effectively to find specific information.	Know there are different search engines and evaluate and explain choices for using these for different purposes.	Choose an appropriate search engine to find information related to a topic.	Check accuracy of information by using a variety of different sources on the internet.
	Learn to use 'swipe' technology	Save and reopen work.		Conduct a search using key words.		Use different strategies for finding relevant information (keywords or filtering).	Use the origin of information, web address, author and linked pages to help make a decision about whether information is trustworthy.
	Understand how icons represent commands on digital devices	Understand information comes from different sources and use them.	Find relevant information to answer a specific questions by navigating different pages on a website.	Understand how different web pages are organised (graphics, links and text).	Carry out relevant searches developing keywords from a question.	Use a range of keywords to find different sources of information.	
	Recognise the universal 'power', 'stop' and 'play' symbols	Use age appropriate websites.	Ask key questions about a specific topic and find information to answer them.	Know that ICT enables access to a wider range of information/tool to help find specific information quickly.	Skim read and sift information to check its relevance and modify my search strategies if needed.	Use a range of sources to check validity of information and that websites are not always accurate.	Understand what 'Plagiarism' means and that it is important to acknowledge sources.
	Type own name on a keyboard	Follow links to find the information that I require.	Recognise the layout of a webpage, recognise web addresses, menu buttons and links	Navigate a web page to locate specific information.			
	Talk about different kinds of information such as pictures, video, text and sound.	Use a mouse or touchscreen to follow the appropriate buttons to navigate websites or saved information.	Recognise that the internet contains a large amount of	Choose and find appropriate information.	Use appropriate information to produce a report for a particular audience.	Beginning to question information based on author and location; recognise different viewpoints and the impact of incorrect data.	Make my own decisions about using appropriate information.
				Record information in digital or analogue	Understand that search engines		Know the impact of using incorrect



		<p>Explore a variety of electronic information as part of a given topic.</p> <p>Use a variety of different sources to find information. I understand that ICT can give quick access to a wide variety of resources and talk about this.</p> <p>Follow links to find the information that I require.</p> <p>Talk about how I used ICT to find information.</p>	<p>information and recognise the need to use a child friendly search site.</p> <p>Know that not all information found online is useful.</p> <p>Use a child-friendly search engine to find specific given websites.</p> <p>I understand that websites have a specific address</p>	format.	<p>have specific searches for specific media.</p> <p>Understand that websites are not always accurate and that information should be checked before it is used.</p> <p>Use key words and use them to access relevant information quickly; modify keywords and search again if results are not useful.</p> <p>Discuss different search engines and their features.</p> <p>Present my findings using a word processing or multimedia/publishing package for a specific audience.</p>	<p>Give reasons why a website may contain false or fraudulent information.</p> <p>Understand that information must be read carefully before it can be understood and interpreted for others.</p> <p>Locate, save and import pictures, text, video and sound into another document appropriate to the task.</p> <p>Present my findings using a word processing, multimedia or publishing package for a specific audience.</p> <p>Aware of the e-safety features in search engines and the other functions such as calculator, conversion tool, distance and mapping.</p> <p>Compare different</p>	<p>information in my work.</p> <p>I can produce formal or informal messages, appropriate to the task.</p> <p>Understand how different search engines rank results.</p> <p>Modify searches to find relevant information.</p> <p>Skim and select information, checking for bias and different views.</p> <p>Choose suitable software appropriately to process and present information, considering the intended audience.</p>
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						forms of communication and discuss their advantages/disadvantages.	Develop a range of criteria for assessing a website. I can use my criteria to rate a website.
Computer science.	<p>Make a floor robot (Beebot) move.</p> <p>Use simple software to make something happen.</p> <p>Make good choices about the buttons and icons I press, touch or click on</p>	<p>Know what an algorithm is. Understand that digital devices work using algorithms</p> <p>Understand that programs and devices work by following clear and accurate commands (algorithms).</p> <p>Control devices through a series of commands.</p> <p>Recognise common uses of technology beyond school.</p> <p>When using a simulation on a computer, predict what will happen</p>	<p>Understand the devices can be controlled by sequences of commands (algorithms).</p> <p>Understand that devices carry out instructions contained in a program.</p> <p>Use logical reasoning to predict outcomes of series of commands.</p> <p>Plan a set of commands to control devices for a specific outcome.</p> <p>Control a device through a series of commands</p>	<p>Apply and test my sequencing skills in a range of different places.</p> <p>Control a device or program through a series of commands (algorithms).</p> <p>Keep testing my program and can recognise when I need to debug it.</p> <p>Understand that a keyboard is an input device</p> <p>Understand that the movement of a character on screen is the output.</p> <p>Use repetition in programs to write</p>	<p>Create a series of commands that can be combined or condensed to create more complex or efficient routines called procedures.</p> <p>Understand and explore different game genres, I can identify their key features.</p> <p>Understand what makes a good game.</p> <p>Understand that games are made of specific code.</p> <p>Refine a game to make it more appealing to a</p>	<p>Familiar with inputs as well as outputs from a program.</p> <p>Understand the use of sensors.</p> <p>Understand the sequence of input>process>output in computer systems.</p> <p>Create and refine a series of commands (algorithm) and procedures to control or simulate physical systems combining inputs, output and sensing devices.</p> <p>Understand how to use selection in programming.</p> <p>Understand and use</p>	<p>Program more complex variables.</p> <p>Consider when it's effective to use selective statements (if, then, else) to create a more complex program.</p> <p>Design, write and debug a game for a given audience.</p> <p>Understand what happens when changes are made to code.</p> <p>Understand the internet has multiple services.</p> <p>Create a game with multiple characters</p>



		<p>once the next command is entered (logical reasoning).</p> <p>Follow and create a series of simple commands to move around a course.</p> <p>Explore outcomes when individual buttons and pressed on a programmable device.</p> <p>Explore outcomes when icons/objects are clicked on a computer screen.</p> <p>Experienced using a wider range of devices.</p>	<p>(algorithms) to carry out a pre-determined route.</p> <p>Write, test and debug simple programs.</p> <p>Create a series of commands (algorithm) to control a real or virtual device using appropriate buttons, make predictions and estimate distances and turns.</p> <p>Describe how to control other devices through a series of commands.</p> <p>Evaluate own programs and debug them if need to.</p> <p>Explain the benefit of using specific technology outside of school.</p>	<p>code using the least number of lines and improve efficiency.</p> <p>Use pre-defined conditional statements in programs (when x happens, do Y)</p>	<p>specific audience.</p> <p>Transfer existing coding skills to a new program.</p> <p>Combine a number of procedures to create a desired effect.</p> <p>Debug a series of commands containing deliberate mistakes to improve a game.</p> <p>Use scratch to move, turn and control a character using keys.</p> <p>Add sound and graphics in scratch.</p>	<p>variables in programs I create.</p> <p>Identify input and output devices in real life.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Write a series of commands (algorithms) to control input and output devices using real or virtual on screen devices.</p> <p>Apply my knowledge of control sequences in terms of inputs and outputs and create simple flow diagrams to explain what is happening.</p> <p>Design a game through analysis and decomposition of game elements; add conditions to events in a program.</p>	<p>and different functions.</p> <p>Explain decision-making choices.</p> <p>Transfer a procedure learnt in one game to another.</p> <p>Refine a program based on end user feedback.</p>
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						Create a game for an audience considering difficulty level; refine a game based on peer assessment.	
E-safety	<p>Ask an adult when wanting to use the internet.</p> <p>Tell an adult when something worrying or unexpected happens while using the internet.</p> <p>Be kind to my friends online.</p> <p>Talk about the amount of time I spend using a computer/tablet/gaming device.</p> <p>Careful with technology devices.</p>	<p>Use my own login to access the school system</p> <p>Follow instructions to log-in to purple mash and find a given page/area.</p> <p>Know what a password is, and why it needs to be kept private.</p> <p>Talk about who might see any work we put on the school website.</p> <p>Know what personal information is and that it shouldn't be shared online.</p> <p>Beginning to understand that I</p>	<p>Understand how to use a computer safely</p> <p>Know and understand that some VLEs/Websites require a password.</p> <p>Know why passwords should be kept private.</p> <p>Log into BugClub or Abacus using my own login.</p> <p>Log onto the school system using my own login.</p> <p>Use appropriate search engines (like Kidrex).</p> <p>Share ideas with others online, being</p>	<p>Use age appropriate search engines/trusted websites.</p> <p>Protect personal information when doing different things online.</p> <p>Use the safety features of websites as well as reporting concerns to an adult.</p> <p>Understand that emails/messages have to be sent to a specific address and emails from unknown sources should not be opened.</p> <p>Make good choices about how long to spend online</p>	<p>Use the internet as a resource to support work; beginning to understand plagiarism/copyright.</p> <p>Know that not everything on the internet is true, and information should be evaluated and checked for accuracy before it's used.</p> <p>Respect the ideas and communications of others encountered online.</p> <p>Understand the need to keep some</p>	<p>Share and exchange ideas using emails/electronic communication respectfully.</p> <p>Understand that good online research involves processing information (rather than copying) and interpreting it for others.</p> <p>Understand the issues of copyright and the importance of acknowledging sources.</p> <p>Present information and share it with others.</p> <p>Understand the potential risks of providing personal information online both</p>	<p>Aware of copyrighting for images/resources found online; sticks to copyright rules when publishing work online.</p> <p>Understand the responsibility of publishing on the internet (appropriateness, personal safety, relevance of content).</p> <p>Know that not all information on the internet is accurate or unbiased; use a range of sources to check validity and critically evaluate the information I use.</p>



		<p>have to abide by rules of internet safety.</p> <p>Know the ways different messages can be sent over distances electronically.</p> <p>Know that any messages I send need to be polite and friendly.</p> <p>Know how to minimise a screen</p> <p>Know what to do if I find something inappropriate online (tell a trusted adult)</p> <p>Understand that I have to log into purple mash to use the resources and find my saved work.</p>	<p>polite and friendly. Know that not everything on the internet is true.</p> <p>Understand that things uploaded to the internet can be viewed by a wider audience and should therefore be audience appropriate.</p> <p>Aware of image copyrighting and beginning to think about how this may affect my work.</p> <p>Discuss e-safety, understand and abide by an acceptable use policy.</p> <p>Talk about keeping myself safe online.</p> <p>Beginning to talk about the advantages/disadvantages</p>	<p>Ask an adult before downloading files and games from the Internet.</p> <p>Post positive comments online and understand that blogs/forums can be seen by wider audiences.</p> <p>Talk about what makes a secure password and why they are important.</p>	<p>information private in order to protect me when I'm communicating online.</p> <p>Beginning to understand that electronic communications may be used for manipulation or persuasion.</p> <p>Know how to respond to unpleasant communications via texts, IM, email or chat rooms.</p> <p>Understand that putting personal information online means it may be seen and used by others.</p> <p>Understand some of the risks and rewards involved in publishing online</p>	<p>inside and outside of school.</p> <p>Explain how I would respond to an online request for my personal details.</p> <p>Understand the importance or appropriate online behaviour and that online (cyber) bullying is unacceptable and will be sanctioned; understand that it is importance to save inappropriate electronic communications for evidence purposes.</p> <p>Know I have the right to be protected from inappropriate use of technology by others.</p> <p>Respect the rights of other users.</p> <p>Discuss e-safety and show an understanding</p>	<p>Understand that not all information on the internet is legal to use or copy (even if sources are acknowledged).</p> <p>Discuss and develop personal rules to keep me safe at home, in school and when using any electronic device.</p> <p>Search safely for images and videos online, understanding safety filters and avoiding advertising pop-ups.</p> <p>Know the meaning of common website extensions (.org, .net. Gov etc)</p> <p>Identify secure servers (padlock such as internet banking).</p>
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			<p>tages of using electronic communications in terms of sharing pages and information with a wider audience at home and school.</p> <p>Know how to minimise a screen if I find something inappropriate on a website and report it to a trusted adult.</p>		<p>and know how to keep safe.</p> <p>Author my own online content, considering suitability for a secure or open audience.</p> <p>Write emails, add relevant attachments in a polite/friendly manner.</p> <p>Know how to respond to emails from expected and unexpected sources.</p> <p>Beginning to recognise when an attachment may be unsafe to open.</p> <p>Know appropriate permission is needed for use of images of friends or those found</p>	<p>of personal safety and the implications of misuse.</p> <p>Select appropriate images and information for my personal profile online.</p> <p>Understand that people might publish content that is not accurate, and I may need to check the validity of a website.</p> <p>Identify and ignore unwanted advertising (pop-ups, video, banners, hyperlinked objects).</p> <p>Identify whether a file has copyright or can be legally downloaded free of charge and whether it can be used in my work.</p> <p>Aware that people may not create honest profiles of themselves</p>	<p>Understand and can discuss the need to use privacy settings on social networking sites.</p> <p>Understand the impact of an individual sending or uploading unkind or inappropriate content.</p>
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					<p>online.</p> <p>Talk about e-safety and keeping safe whilst being online at home and at school.</p>	<p>online.</p> <p>Discuss the benefits and dangers of communicating online/through different forms of technology.</p> <p>Search safely for images/videos online, understanding safety filters and avoiding advertising pop-ups.</p> <p>Know the meaning of common website extensions (.org, .net. Gov etc)</p> <p>Create, compose and respond respectfully to forums, blogs considering audience and communicating appropriately.</p> <p>Identify secure servers (padlock such as internet banking)</p> <p>Understand and can</p>	
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						<p>discuss the need to use privacy settings on social networking sites.</p> <p>Understand the impact of an individual sending or uploading unkind or inappropriate content.</p>	
Visual Media	<p>Move objects on a screen.</p> <p>Create shapes and text on a screen.</p> <p>Use technology to show my learning.</p>	<p>Understand that digital still or video cameras can capture an image to share, store and retrieve.</p> <p>Use a recording device to take a picture or record my work.</p> <p>Understand the need to frame an image or scene.</p> <p>Understand that recording devices need to be kept still.</p> <p>Talk about images/films I have taken.</p>	<p>Use ICT to source, generate and amend images.</p> <p>Developed a variety of skills using a range of tools and techniques.</p> <p>Understand that each tool/technique can be used to create different styles and effects for different purposes.</p> <p>Communicate a specific idea or artistic style/effect.</p> <p>Use stamps to make patterns and designs.</p>	<p>Use graphics I have created/modified for use in different software (e.g game on purple mash).</p> <p>Combine a mixture of text, graphics and sound to share my ideas and learning.</p> <p>I understand that animation is created from a series of still images.</p> <p>I am aware of copyright issues when using images from other sources can evaluate my work and improve its effectiveness.</p> <p>I can evaluate my work.</p>	<p>Choose and use suitable software packages to create, develop, edit and present my ideas for a specific audience.</p> <p>Understand how images from different sources (stills, video, graphics, animations) are used to enhance a presentation or communicate an idea.</p> <p>Understand that evaluation and improvement is a vital part of a design process and</p>	<p>Know that media from different sources (stills, video, graphics, animation) can be used to enhance a presentation or communicate an idea.</p> <p>Routinely evaluate and improve as part of a design process. This includes self and peer evaluation.</p> <p>Generate, amend and combine visual media from different sources for a specific audience or task.</p> <p>Alter, enhance and resize images for export to other packages or for uploading online. I am</p>	<p>Use visual media from different sources (photos, video, graphics or animation) to enhance a presentation or communicate an idea.</p> <p>Evaluate and improve my work, as part of a design process.</p> <p>Create a 3-D representation.</p> <p>Choose appropriate software, techniques and features appropriate to task and audience.</p>



		<p>Understand that there are a variety of tools in a graphics package and that they each have a different purpose.</p> <p>Use a paint package to create a picture to communicate my ideas.</p> <p>Talk about how I used the paint package, what basic tools are available on in it and how I used them.</p> <p>Aware of the health and safety issues of shooting into the sun or bright light sources.</p>	<p>Understand that digital still or video cameras, webcams, mobile phones or visualizers can capture an image to store and I can then share that image.</p> <p>Open images I have created in other software.</p> <p>Beginning to change or enhance photographs and pictures (crop, re-colour).</p> <p>Understand that animations are a sequence of still images.</p> <p>Create a sequence of still images which together form a short, animated sequence.</p> <p>Create a simple animation to</p>	<p>Understand the importance of peer evaluation.</p> <p>Use an appropriate tool to share my work online.</p> <p>Understand that a digital image can be captured from different devices and it can be stored, developed and enhanced.</p> <p>Use paint packages or photo manipulation software to change and manipulate an image using features of the package.</p> <p>Use peer and self-evaluation to evaluate design and suggest suitable improvements.</p> <p>Talk about choices and changes I have made to achieve a specific</p>	<p>ICT allows changes to be made quickly and efficiently.</p> <p>Enhance a presentation by acquiring, storing and retrieving images from different sources.</p> <p>Use video editing software to make simple edits to captured/stored video.</p> <p>Storyboard and shoot a short stop-motion animated sequence.</p>	<p>aware of appropriate file types.</p> <p>Use a variety of image manipulation packages and understand their appropriate use.</p> <p>Plan and create a short stop-motion animated sequence adding titles, credits and audio.</p> <p>Create a movie including still images and sound and add suitable titles and transitions.</p> <p>Capture/review different images, considering lighting, positioning and angle appropriate to a given task/audience.</p> <p>Use appropriate technical language such as 'pan', 'close-up' and 'zoom'.</p> <p>Comment on the</p>	<p>Use appropriate technical language.</p> <p>Find suitable images, video and sounds from appropriate sources, taking into account copyright issues.</p> <p>Acknowledge sources where necessary</p> <p>Create and manipulate images to develop a particular style or genre.</p> <p>Choose appropriate hardware to capture and review a range of images, considering lighting, positioning, sound quality and angle.</p>
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			<p>illustrate a story or idea using images in a software package.</p> <p>Aware of the health and safety issues of shooting into the sun/bright light sources.</p> <p>Discuss the quality of an image I've captured and make decisions</p>	<p>outcome or purpose.</p> <p>Capture, review and delete images on an image capture device. I can discuss and evaluate quality of capture images.</p> <p>Take pictures thinking about the purpose of the image, taking into consideration lighting and framing.</p>		<p>suitability of content I've captured.</p> <p>Use a range of controls available on an image capture device to create a desired effect.</p>	
Music and Sound.		<p>know that ICT can be used to explore sound and music using keyboards and onscreen music software.</p> <p>know that sound can be recorded, stored and played back using ICT.</p> <p>Understand that software can be used to change musical phrases that I create.</p>	<p>Understand that I can compose music using icons to represent musical phrases.</p> <p>Understand that I can locate, listen, play sounds and add them to presentations.</p> <p>know that I can record sound using ICT; it can then be stored and played back.</p>	<p>Understand that I can use ICT to compose music or record sounds.</p> <p>Understand that ICT allows easy creation, manipulation and change.</p> <p>I can choose, listen and play appropriate sound files to fit a given context.</p> <p>Aware of copyright issues when using third party</p>	<p>Understand that evaluation and improvement is a vital part of a creative process and that ICT allows changes to be made quickly and efficiently.</p> <p>Use ICT to compose music or sounds including creating melodies.</p> <p>Locate, listen to, import and use appropriate sound</p>	<p>Use ICT to compose music or sounds considering specific audience and purpose.</p> <p>I can select and use suitable software and hardware to produce a multimedia soundtrack.</p> <p>Beginning to recognise different layers of sound in a professional broadcast.</p> <p>Beginning to edit music and sound and refine to a given audience or</p>	<p>Identify the key parts of a professional broadcast; listen to and evaluate professional broadcasts</p> <p>Use appropriate ICT resources to compose music or sounds to accompany a story.</p> <p>Select and use suitable software and hardware to produce a multi-</p>



		<p>Locate, listen to, play and begin to record sounds.</p> <p>Talk about my music when I share recordings.</p> <p>recognise that an electronic keyboard can be used to select and control sounds.</p> <p>Experiment with a range of devices to create and record sounds/musical phrases.</p> <p>Understand that devices have stop, record and playback functions.</p>	<p>Understand that adding music or a sound can affect the mood/atmosphere of my work.</p> <p>Use software to explore sound and musical phrases.</p> <p>Edit and refine musical phrases for a specific purpose.</p> <p>Talk about the choices I have made.</p> <p>can select and use devices for recording sounds for a specific purpose.</p> <p>Explored a range of sounds on an electronic keyboard, and can choose appropriate sounds for a purpose.</p> <p>Use music software to organise and change musical phrases using icons.</p>	<p>sound/music files</p> <p>Understand how podcasts and audio files are used in every day life.</p> <p>Select appropriate sounds and embed them into a page to support an idea or concept.</p>	<p>files in multimedia software.</p> <p>Know that sound files can be uploaded on the internet and shared with a wider audience.</p> <p>Understand sounds can be copyrighted and abide by copyright rules when using them.</p> <p>Locate copyright free sound files from the school network, internet sources and other software.</p> <p>Use ICT to record a variety of sounds in and around the classroom.</p> <p>Use ICT to combine a variety of sounds and edit them into one piece of audio appropriate to</p>	<p>project.</p> <p>I can use sound files from a variety of locations.</p> <p>Use a variety of appropriate devices to record musical and non-musical sounds for a specific purpose.</p> <p>Edit existing sound files using computer software.</p> <p>listen to radio broadcasts/podcasts and identify different sound elements and discuss the audience they are aimed at.</p> <p>Use a multi track software to layer sound, adding voice, music and sound effects appropriately.</p> <p>Beginning to be aware of different sound formats (Mp3s are smaller than WAVS etc.) and where it is appropriate to use</p>	<p>layered podcast for a given purpose.</p> <p>Save and convert sounds in appropriate formats.</p> <p>Publish an audio production online.</p> <p>choose appropriate software to use independently.</p> <p>Edit and manipulate music and sound to refine it for an audience or project.</p> <p>Use ICT to produce sound/music for a specific purpose, considering the impact on the audience.</p> <p>All work adheres to copyright rules.</p>
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					task. Share my work online for others to play and review. Talk about how software allows easy manipulation and creation of sound and music.	them. Use ICT to perform sounds or music that otherwise would not be possible live (e.g. playing a multipart piece or a very fast piece)	
Data handling		<p>Discuss and explore how we use ICT to sort, organise and classify objects based on their properties.</p> <p>Discuss when to use pictograms.</p> <p>Use a pictogram to help create and answer questions.</p> <p>Use pictogram software to represent and interpret different data.</p> <p>Recognise that</p>	<p>Understand that information can be represented as a simple graph or pictogram.</p> <p>Discuss and explore how to use ICT to organise, present and understand data as a simple graph.</p> <p>Understand that if data has not be entered accurately, it cannot be used to provide the answers to questions.</p> <p>Understand that ICT allows quick changes</p>	<p>Talk about the different ways data can be organised and understand that using ICT makes it easier to find answers to questions.</p> <p>Understand that ICT can be used to create different graphs that show data.</p> <p>Collect data help me answer a question.</p> <p>Make a branching database.</p> <p>Research a question and enter data into my</p>	<p>Use ICT to organise, present analyse and interpret data appropriately into tables, diagrams, tally charts, pictograms and bar charts.</p> <p>Use ICT to collate data in a table and then convert it into a graph.</p> <p>Understand what a database is and that information can be held as numbers, choices of text.</p>	<p>Understand that different programs present and examine data in different ways.</p> <p>Create different types of graphs and charts that are appropriate to the data I am using; I can use them to interpret and answer a specific question.</p> <p>Interrogate a database using suitable questions.</p> <p>Understand there are different ways of finding errors in data; graphs, sorting,</p>	<p>Discuss and explore the use of ICT to sort, organise and classify objects based on their properties.</p> <p>Discuss and explore the use of pictograms and interpret the data they represent.</p> <p>Recognise that information presented on screen represents data collect.</p> <p>Use ICT to sort objects into groups</p>



		<p>information presented on screen represents data that has been collected.</p> <p>Can use ICT to sort objects according to given criteria.</p> <p>Identify criteria for sorting objects on screen.</p> <p>Use further criteria to group the same objects in different ways.</p> <p>Understand that ICT can create and modify charts quickly and easily.</p>	<p>to the display of data.</p> <p>Use a simple graphing package to record information. I can add labels and numbers as appropriate.</p> <p>Use a branching database and to know that it can be used to find out the answers to questions.</p> <p>Use ICT to edit and change information quickly.</p> <p>Talk about how ICT helps me organise my information.</p> <p>Save, retrieve and amend my work.</p> <p>Use graphs to create and answer questions.</p>	<p>branching database.</p> <p>Understand the differences and similarities between branching and standard databases.</p> <p>Use an existing standard database to answer questions.</p>	<p>Decide the data needed to answer a specific question.</p> <p>Understand if data has not be entered it cannot be used to provide answers to questions.</p> <p>Test predictions I have made using data I have obtained.</p>	<p>searching and the need to be consistent with data entry.</p> <p>Create a simple database to store and search relevant information.</p> <p>Discuss how ICT enables you to search and sift through large amounts of information; discuss the advantages of using the tools, and the need for accuracy.</p> <p>Decide the data needed to answer a set of related questions.</p> <p>Collect data using an online quiz, survey or poll.</p> <p>Use frequency tables, bar graphs and line graphs that represent the frequencies of events/changes over time.</p>	<p>according to given criteria. Identify criteria for sorting objects on screen.</p> <p>Use ICT to create and modify charts quickly and easily.</p> <p>Use pictogram software to represent and interpret data quickly and easily.</p> <p>Use a pictogram to create and help answer questions.</p>
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			<p>Understand the difference between questions and answers and can identify them in a branching database.</p> <p>Ask questions that comply with a rule and only have yes/no answers compare computer and paper database systems and talk about their strengths and weaknesses.</p> <p>Understand that questions can be turned into search criteria and that database tools can be used to find answers.</p> <p>Enter data into a spreadsheet and use it to create and interpret a range of graphs.</p> <p>Add new records to a</p>			<p>Design questions using key words to search a large, pre-prepared database.</p> <p>Add to a database and recognise the need for accuracy.</p> <p>Use and/or, greater/less than (Boolean) to search and sort data when looking for relationships and patterns in data.</p> <p>Recognise and correct data.</p>	
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			database. I can search and sort data using keywords.				
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