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|  | Yr1 | Yr2 |
|  Generic Skills  | Can print work using the Print icon. Can use both hands on the keyboard. Can load programs with support. Can save work with support. Can retrieve work with support. Can talk about how they are using ICT. Can start to use appropriate ICT vocabulary.  | Can load programs independently. Can save work independently. Can retrieve work independently. Can plan what they are going to do. Can edit their work. Can practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar. Can explain their work and how they have used ICT. Can annotate their work samples using prompts. Can use appropriate ICT vocabulary.  |
| Data Handling  | Can develop simple classification skills based on practical sorting activities. Can, with support, use simple data plotting/ graphing programs to produce pictograms and other simple graphs. Can place objects and pictures in a list or a simple table.  | Can independently plot data as a pictogram, block chart or bar graph. Can know that graph types can be changed. Can interpret the graphs - discuss the graphs and answer simple questions. Can make a simple Y/N tree diagram to sort information. Can use the search tools in a prepared database to answer simple questions e.g. how many mini-beasts have wings?  |
| Research  | Can talk about websites they have been on. Can explore a website by clicking on buttons, arrows, menus and hyperlinks. Can navigate ‘back’ by clicking on the ‘back’ button. Can complete a search using a child friendly search engine under the supervision of adults.  | Can complete a search using a child friendly search engine independently. Can use the Internet to find information for a topic, with support (Favourites file, hyperlinks set up by the teacher)  |
| Computer Science  | Can understand how many everyday devices respond to commands. Can give and follow instructions using Forward and Backward commands (arrows) and the Go command, one at a time. (Can use a programmable robot) Can explore outcomes when instructions are given in a sequence. Can give a simple sequence of instructions. Can discuss/explore what will happen when instructions are given in a sequence.  | Can compare use of a programmable robot with robots working in factories doing repetitive tasks. Can plan and create a sequence of instructions to a move a programmable robot. Can control a programmable robot, with a purpose. (Defined by either teacher or child.) Can use the ‘repeat’ (loop) and ‘when’ (conditional statement) command within a series of instructions. Can discuss how to edit/refine a sequence of commands. Can create a sequence of instructions including ‘right angle’ turns.  |
| Text  | Can access and open a word processing document. Can enter text. Can use upper and lower case letters. Can use the space bar. Can use the Return key. Can use the Shift key to create a capital letter. Can understand how to sue the delete/backspace key if they have mistyped or repeated a letter. Can word process short texts using word lists. Can move the cursor and insert text.  | Can understand how text can be saved and retrieved. Can change the font style. Can change the font size. Can change the font colour. Can use the cursor (arrow) keys for simple on screen editing. Can import graphics and add text, with support.  |
| Graphics  | Can use ICT to generate ideas for their work. Can start using various tools including brushes and pens in a paint package. Can start to use the spray can, fill tool and stamps in a paint package. Can change the colour or pattern of the paintbrush, paint bucket or spray can in a paint package. Can draw a simple picture.  | Can use the line tool in a paint package. Can independently use various tools including brushes and pens in a paint package. Can independently use the spray can, fill tool and stamps in a paint package. Can select and use tools appropriately.  |
| Publisher  |  | Can create a new blank document. Can select full page layout. Can increase the view by changing the zoom %. Can create a text box and enter text. Can apply formatting skills learnt in word processing  |
| Filming  | Can use a digital camera or digital video camera to take pictures. Can be aware that digital pictures and video can be saved on a computer.  | Can capture videos. Can discuss which videos to keep and why. Can use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose. (E.g. as part of their topic) |
| Animations and Sound  | Can add captions or sound to drawn, digital pictures or video, with support. Can understand that sound can be recorded and played back. Can record their own voice or others with support.  | Can arrange clips to make a short film that conveys meaning. Can add simple titles and credits. Can select text and make simple changes including bold, italic and underlined. Can edit images using an art package or other software e.g. crop, resize. Can record their own voice or others independently Can use music software to experiment, create and play their own compositions Can with support, evaluate and modify (edit) their own compositions Can be aware that sound can be recorded on the computer as a sound file  |
| E-safety  | Can make decisions about whether or not statements or images found on the Internet are likely to be true. Can identify different devices that can go on the Internet, and separate those that do not. Can identify what counts as personal information. Can identify when inappropriate content is accessed and act appropriately.  | Can identify obviously false information in a variety of contexts. Can recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people. Can identify personal information that should be kept private. Can consider other people’s feelings on the Internet.  |