



### Oracy and Vocabulary

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Choices, Internet, Website, Equipment, Buttons, Movement, Screen, Mouse, Images, Keyboard, Paint, Technology, Share, Create, Internet, Collect, Set of photos, Count, Organise, devices, robot, icons	Rule, online, private information, email, Instructions, Buttons, Robots, Patterns, Program, Videos, Camera stills, Sounds, Image bank, Word bank, Space bar, Purpose, Online tools, Communicate, Photographs, Video, Sound, Data, Pictogram, Digitally, passwords, childline, Show respect, childline, age restrictions	Appropriate/inappropriate, Cyber-bullying, Digital footprint, Keyword searching Forward, Backward, Right-angle, turn, Algorithm, Sequence, Debug, Predict, Paint effects, Templates, Animation, Documents, Index finger typing, Enter/return, Caps lock, Backspace, Information sources, Communication, Purposes Website content, Capturing moments, Magnified images, Questions, Data collection, Graphs, Charts, Save, Retrieve, Show respect, childline, age restrictions	E-safety rules, Secure passwords, Report abuse button, Gaming, Blogs, Sequence instructions, Sequence debugging, Test + improve, Logo commands, Sequence programming, Multimedia, Presentations, Alignment, Brush size, Repeats, Reflections, Green screening, Amend, Copy, Paste, School network, Devices, Computer parts, Collaborate, Appropriate online communication, Search tools, Appropriate websites, Owner, Questioning, Database, Construct, Contribute, Recording data, Data logger, Present data, show responsibility, protect myself, childline, CEOP	E-safety rules, secure passwords, report abuse button, Gaming, Blogs, Type + edit logo commands, Sensors, Open-ended problems, Bugs in programs, Complex programming, Creating + modifying, Specific purpose, Photo modifying, Keyboard shortcuts, Bullet points, Spell check, Constructive feedback, Different networks, Information collection, Reliability, Owners, Database creation, Database searches, Inaccurate data, show responsibility, protect myself, childline, CEOP	Responsible online, communication, informed choices, virus threats, blogs, messaging, Explore procedures, Refine procedures, Variable, Hardware + software control, Change inputs, Different outputs, Articulate solutions, Command, Online sharing, Multimedia effects, Multimedia modification, Transitions, Hyperlinks, Editing tools, Refining, Online sharing, Computing devices, Internet parts, Collaboration, Responsibility, Searching strategies, Webpages Spreadsheets, Complex searches (and/or: </>) Problem solving, Present answers, Analyse information, Question data, Interpret consequences, smartphone apps, ethics, morals, childline, CEOP, effectiveness, collaborative	Responsible online, communication, informed choices, virus threats, blogs, messaging, Predicting outputs, Plan, program, test & review a program, Program writing, Control mimics + devices, Sensors, Measure input, Create variables, Link errors, Appropriate online tools, Audience, Atmosphere, Structure, Copyright, Information collection, HTML code Storing, Information, movement, Connecting devices, Different audiences, Research strategies, Search result rankings, Acknowledge resources, Generate, Process, Interpret, Store, Present information Plausibility, Appropriate data tool, Interrogate, Investigations, consequences, smartphone apps, ethics, morals, childline, CEOP, effectiveness, collaborative

**Please note that E-Safety is now included within the PSHCE progression document but should be regularly reviewed**

### Programming, logical thinking and problem solving

Programming, logical thinking and problem solving						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Can I?</b>          Make a floor robot move.          Use simple software to make something happen.          Make choices about the buttons and icons I press, touch or click on.          Use simple language to explain the buttons and icons I press, touch or click on.          Use a pointing device to move the pointer to select objects on the screen.          Give and follow commands, to navigate myself, others or programmable toys, using arrow based commands.</p>	<p><b>Can I?</b>          - Understand what algorithms are.          - Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.          - Create and debug simple programs.          - Use logical reasoning to predict the behaviour of simple programs.</p> <p><b>What to look out for:</b>          -Give a sequence of instructions to a floor turtle.          -Create a Bee Bot program using a sequence of instructions before running it using the Go button. The length of the child's programs might be expected to increase over the course of the year.          - Work out where bugs are in their program, reset the Bee Bot and enter corrected code. Typically, the child will need to have some way to record their programs before entering them, such as a whiteboard, Bee Bot instruction cards or the Blue Bot app.          -Understand algorithms as sequences of instructions in everyday contexts.          -Take real-world problems and then plan a sequence of steps to solve these. E.g.moving a Bee Bot from one point to another, or making some simple food items like a sandwich, smoothie or pizza.          -Use increasingly precise and unambiguous instructions in creating sequences of instructions.          -Show some understanding of Bee Bot instructions being taken from a very specific, clearly defined language, in which each command produces a certain action.          -Developing an understanding of a programming language as a way in which people can</p>	<p><b>Can I?</b>          -Understand what algorithms are.          -The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.          - Create and debug simple programs.          - Use logical reasoning to predict the behaviour of simple programs.</p> <p><b>What to look out for:</b>          -Recognise that common sequences of instructions or sets of rules can be thought of as algorithms. Examples could include recipes, but might also be procedures or rules in class, spelling rules, simple arithmetic operations or number patterns.          -Create programs for computers and look for other ways to do the same thing, deciding which way would be better.          -Create programs as sequences of instructions when programming on screen. Their program could be written using simple programming apps (such as Blue Bot or Lightbot), or Scratch, perhaps using pre-prepared blocks and sprites in this case.          -Recognise that an algorithm can be implemented in more than one programming language, e.g. taking an algorithm written for the Bee Bot and running it on the Blue Bot app, in ScratchJr and in Scratch. The child should be able to explain some of the differences between these languages.          -Create a simple program on screen (e.g. using the Blue Bot app, ScratchJr or with prepared sprites and blocks in Scratch) with a particular goal or purpose in mind (e.g. drawing a shape or moving a sprite from one place to another).</p>	<p><b>Can I?</b>          -Design, write and debug programs that accomplish specific goals.          -Controlling or simulating physical systems.          -Solve problems by decomposing them into smaller parts.          -Use sequence, selection and repetition in programs; work with variables.          -Work with various forms of input and output.          -Use logical reasoning to explain how some simple algorithms work.          -Use logical reasoning to detect and correct errors in algorithms and programs.          -Understand computer networks including the internet.          -Understand how networks can provide multiple services, such as the world wide web.</p> <p><b>What to look for:</b>          -Design and write a program using a block language, without user interaction.          -Programs to include more than one sprite in the animation, movement and dialogue, sound effects and some use of costumes to allow for animated movement.          -Successfully debug their animation programs, which would typically include movement, on-screen dialogue, sound, costume changes and multiple sprites.          -Develop simulations of simple physical systems, e.g. a simple tennis game or a racing car moving around a track.          -Discuss what they have learned from using the simulation.          -Discuss the limitations of their simulation.          -Working with the teacher or other children to develop an outline plan for a project in computing, involving multiple steps and resources.          -Include a sequence of commands or blocks in an appropriate order.          -Include some repeating loops, typically using a 'forever' or</p>	<p><b>Can I?</b>          -Design, write and debug programs that accomplish specific goals.          -Controlling or simulating physical systems.          -Solve problems by decomposing them into smaller parts.          -Use sequence, selection and repetition in programs; work with variables.          -Work with various forms of input and output.          -Use logical reasoning to explain how some simple algorithms work.          -Use logical reasoning to detect and correct errors in algorithms and programs.          -Understand computer networks.          -Understand how networks can provide multiple services, such as the world wide web.works including the internet.</p> <p><b>What to look for:</b>          -Write a program in Scratch (or similar) in which the user has to provide some input, perhaps as an answer to a question on screen, or by using key presses or the mouse. The program could be a simple game or a set of questions and typed responses.          -Create a Scratch (or similar) program to simulate a simple physical system including some elements of interaction with the user. This could be in the form of a simple computer game or an interactive on-screen prototype for a product made in design and technology. Interaction is likely to be via the mouse pointer.          -Work as part of a team to plan how to accomplish their goal, breaking the project down into a set of tasks. Examples of projects could include creating an educational game, developing a wiki or monitoring the weather.          -Include sequences of commands or blocks and some repetition in the program.</p>	<p>Can I...?          -design, write and debug programs that accomplish specific goals          -control or simulate physical systems.          -solve problems by decomposing them into smaller parts.          - Use sequence, selection, and repetition in programs; work with variables.          -Work with various forms of input and output.          -Use logical reasoning to explain how some simple algorithms work.          -Use logical reasoning to detect and correct errors in algorithms and programs.          -Understand computer networks including the Internet.          -Understand how networks can provide multiple services, such as the world wide web.</p> <p><b>What to look out for</b>          -can design a program of their own and write this in a block-based language such as Scratch. The child can independently test and debug their code, explain what bugs they found and how they fixed them. Designing a game would work well.          -The child can use simple computer control and/or sensors with products they make in design and technology, perhaps using Lego WeDo kits, MaKey MaKey or similar.          -can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified. Projects could include developing a computer game, creating a website or designing a building.          -program, typically written in Scratch, or similar, should include sequences of commands or blocks, some repetition and selection.          Repetition might include exit</p>	<p>Can I...?          -design, write and debug programs that accomplish specific goals          -control or simulate physical systems.          -solve problems by decomposing them into smaller parts.          -Use sequence, selection and repetition in programs; work with variables          -Work with various forms of input and output.          -Use logical reasoning to explain how some simple algorithms work.          -Use logical reasoning to detect and correct errors in algorithms and programs.          -Understand computer networks including the Internet.          -Understand how networks can provide multiple services, such as the world wide web.</p> <p><b>What to look out for</b>          -can design, write and debug a program using a second programming language based on their own ideas. Such as using App Inventor as well as Scratch. This doesn't have to text based but you could use Logo or Python          -can add computer control and/or sensors to a smartphone app or to products they design and make in design and technology, perhaps using Lego WeDo kits, MaKey MaKey or similar.          -show evidence of designing, writing and debugging their program, ensuring that this functions correctly on the available hardware platform          -can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified.          -they can then use their plan to solve the original problem.          - program should include sequences of commands or blocks, repetition, selection</p>
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	<p>give commands to digital devices.</p> <p>-Explain to the teacher, and to peers, what they think a program will do. This could be a program they have written, or be a familiar piece of software (including computer games).</p>	<p>- Building on from that (e.g. drawing compound shapes, making a simple scripted animation or modifying someone else's program).</p> <p>-Give logical explanations of what a program will do under given circumstances, including some attempt at explaining why it does what it does (The program could be one they themselves have written or it could be a computer game or a familiar piece of software).</p>	<p>'while true' construction, or repetition for a fixed number of times.</p> <p>-The child can create a program that produces output on screen, such as moving sprites or displayed text, as well as some sound.</p> <p>-Explain a simple algorithm based on a sequence of instructions. The algorithm could be one of their own, or a simple one with which they have been provided.</p> <p>-Give well-thought-through reasons for errors they find in programs. Typically, the child can find errors by reasoning logically about the program code, but they might also be able to use logical reasoning to identify errors in programs when they are executed. The programs do not have to be written originally by the child.</p> <p>-Explain that any information has to be converted to numbers before it can travel through computer networks.</p> <p>- Understand that this conversion happens according to an agreed system or code.</p> <p>-Know that email messages are sent and received through servers connected to the internet. The child should know that Skype and other videoconferencing systems also work through the internet, but these services may be direct, peer-to-peer connections rather than via servers.</p>	<p>-Give well-thought-through reasons for errors they find in programs and explain how they have fixed these.</p> <p>-Find and correct errors by reasoning logically about the program code; they might also be able to use logical reasoning to identify errors in programs when executed and confirm that they have fixed these by testing the new version of their program. The programs do not have to be written originally by the child.</p> <p>-Explain that the information they send and receive is automatically broken down into packets of data, and that these sometimes take different routes across the internet.</p> <p>-Give an explanation of how requests for web pages, and the HTML for those pages, are transmitted via the internet.</p> <p>-Show some awareness of how URLs are made up.</p>	<p>conditions (e.g. repeat..until...).</p> <p>Selection would normally be of an if...then or if...then...else type. At this level, expect the child to be able to combine repetition with selection. Programs might include a computer game or a turtle graphics Design.</p> <p>-In Scratch (or similar), the child can create a computer game using the keyboard or mouse for input and the screen and speakers for output</p> <p>-When given an algorithm for a particular purpose, e.g. a rule-based algorithm for a computer game or a sequence of steps to draw a geometric pattern, the child can use logical reasoning to identify possible errors in the algorithm, explaining why they believe the algorithm is Incorrect.</p> <p>- can give a coherent explanation of how data packets are routed from one computer to another on a separate network, which is also connected to the Internet.</p> <p>-can explain how HTML is used to create a web page and how it is transmitted as packets of digital data over the internet. The child should have an awareness of simple HTML tags (such as &lt;h1&gt; and &lt;p&gt;) for marking up a web page.</p>	<p>and variables. Repetition might include exit conditions (e.g. repeat...until...) and perhaps a counter-variable for iteration. Selection would normally be of an if...then or if...then...else type. At this level, expect the child to be able to combine repetition with selection and variables. Programs might include a simple smartphone app</p> <p>- create a smartphone app, using the touch screen and the GPS sensor or accelerometer for input, and the screen and speakers or headphones plus vibration motor or network connection for output.</p> <p>-given an algorithm, the child can describe what it does and, using logical reasoning, give precise explanations of how it works. Algorithms could be linked to programming projects, but might include a key algorithm such as binary search.</p> <p>- use logical reasoning to detect and correct errors in algorithms (and programs).</p> <p>- give an explanation of how mobile phone (or other) networks operate: they should know that information is transmitted digitally, and have some understanding of the network topology involved. In the case of mobile phone networks, the child should show some understanding of the interactions between a phone, cell transmitters/ receivers and the network's control systems</p> <p>-give some explanation of how a domain name is converted into an IP address using the distributed domain name system (DNS) using something similar to a set of phone books. The child should show an awareness of the looked-up addresses (DNS records) being copied (cached), and that more local records are used in preference to more authoritative records in most circumstance</p>
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Handling data						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Can I?</b> Tell you about different kinds of information such as pictures, video, text and sound.</p>	<p><b>Can I?</b> -Talk about the different ways in which information can be shown. -Use technology to collect information, including photos, video and sound. -Sort different kinds of information and present it to others. - Add information to a pictograph and talk to you about what I have found out.</p>	<p><b>Can I?</b> -Talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. -Make and save a chart or graph using the data I collect. -Talk about the data that is shown in my chart or graph. -Start to understand a branching database. -Tell you what kind of information I could use to help me investigate a question.</p> <p><b>What to look for:</b> -Give some explanation of how information is stored on computers and other digital devices, recognising that information must always be stored.</p>	<p><b>Can I?</b> - Talk about the different ways data can be organised. -Search a ready- made database to answer questions. -Collect data to help me answer questions. -Add to a database. -Make a branching database. -Use a data logger to monitor changes and can talk about the information collected.</p> <p><b>What to look for:</b> -Use computers to collect information and present this to an audience. They should be able to do this with a degree of independence.</p>	<p><b>Can I?</b> -Organise data in different ways. -Collect data and identify where it could be inaccurate. -Plan, create and search a database to answer questions. -Choose the best way to present data to my friends. -Use a data logger to record and share my readings with my friends.</p> <p><b>What to look for:</b> Use multiple programs on laptop or tablet computers to achieve particular goals. E.g. Analyse data in a spreadsheet and then create a presentation to show the results of their analysis. -Use computers to collect numerical data and present this to an audience. E.g. They could collect and present data about the weather over a period of time. They should be able to do this with a degree of independence.</p>	<p><b>Can I...?</b> -use a spreadsheet and database to collect and record data. -choose an appropriate tool to help me collect data.. -present data in an appropriate way. -search a database using different operators to refine my search. - talk about mistakes in data and suggest how it could be checked.</p> <p><b>What to look for</b> -Working with text, audio, images or video, the child can analyse information, perhaps summarising this. They should evaluate the quality of the information, looking for bias or questioning assumptions that have been made. E.g. They could work with information on e-safety, evaluating its quality and providing a clear and coherent summary.</p>	<p><b>Can I...?</b> -plan the process needed to investigate the world around me. -select the most effective tool to collect data for my investigation. - check the data I collect for accuracy and plausibility. -interpret the data I collect. -present the data I collect in an appropriate way. -use the skills I have developed to interrogate a database.</p> <p><b>What to look for</b> -can evaluate the quality of numerical data, deciding the extent to which it is affected by systematic or random errors. -should analyse their data, perhaps producing summary statistics, looking for relationships, trends and exceptions. E.g. They could conduct market research for a smartphone app, and analyse and evaluate the data they obtain.</p>

Multimedia						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Can I?</b> Move objects on a screen such as a pointer, picture or text Create shapes and text on a screen using the pointer and keyboard. Create simple words in an application. Explore and change text size, style and colour. Use technology to show my learning.</p>	<p><b>Can I?</b> -Be creative with different technology tools. -Use technology to create and present my ideas. -Use the keyboard or a word bank on my device to enter text. - Save information in a special place and retrieve it again.</p> <p><b>What to look for:</b> -Use a range of digital technologies to store and access digital content. These might include laptop computers, tablets, smartphones, digital cameras,</p>	<p><b>Can I?</b> Use technology to organise and present my ideas in different ways. -Use the keyboard on my device to add, delete and space text for others to read. -Tell you about an online tool that will help me to share my ideas with other people. -Save and open files on the device I use.</p> <p><b>What to look out for:</b> -Use a range of digital technologies to retrieve, organise and store digital</p>	<p><b>Can I?</b> -Create different effects with different technology tools. -Combine a mixture of text, graphics and sound to share my ideas and learning. -Use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. -Evaluate my work and improve its effectiveness. -Use an appropriate tool to share my work online.</p> <p><b>What to look out for:</b></p>	<p><b>Can I?</b> - Use photos, video and sound to create an atmosphere when presenting to different audiences. - Confident to explore new media to extend what I can achieve. -Change the appearance of text to increase its effectiveness. -Create, modify and present documents for a particular purpose. - Use a keyboard confidently and make use of a spellchecker to write and review my work. - Use an appropriate tool to share my work and collaborate</p>	<p><b>Can I..?</b> -use text, photo, sound and video editing tools to refine my work. - use the skills I have already developed to create content using unfamiliar technology. -select, use and combine the appropriate technology tools to create effects that will have an impact on others. - select an appropriate online or offline tool to create and share ideas.</p>	<p><b>Can I...?</b> - talk about audience, atmosphere and structure when planning a particular outcome. - confidently identify the potential of unfamiliar technology to increase my creativity. -combine a range of media, recognising the contribution of each to achieve a particular outcome. - tell you why I select a particular online tool for a</p>

	<p>video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card.</p> <p>-Use a laptop computer, tablet or smartphone to help organise content, such as by moving this between one document and another or by moving content within the file system or on a document.</p> <p>-Create their own original digital content using a range of technologies. Look for some indication of the child's creativity in this work.</p> <p>- Edit their own original digital content using a range of technologies. Look for some indication of the child's creativity in this work as well as evidence that they have edited content.</p>	<p>content. Technologies will typically include laptop computers, tablets and smartphones with access to the internet, but the child might also be expected to use digital cameras, video cameras and audio recorders (or the equivalent apps on a tablet or smartphone). Projects might include digital photography, searching for images online and creating image-based presentation slides.</p> <p>-Create and edit their own original digital content using a range of technologies. Content-creation technology might include laptop computers, tablets, smartphones etc... Projects might include digital photography, creating image-based presentation slides, composing an email and creating simple charts.</p> <p>-Indication of the child's creativity in this work and evidence that they have edited content.</p> <p>-Able to explain how they have taken into account the needs of their intended audience.</p>	<p>-Use multiple programs on laptop or tablet computers to achieve particular goals. E.g. They might create a presentation and then email this to a classmate; create a survey using a survey design application, analyse the results in a spreadsheet and then make a presentation about their findings.</p> <p>-Plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey.</p>	<p>online.</p> <p>- Give constructive feedback to my friends to help them improve their work and refine my own work.</p> <p><b>What to look out for:</b></p> <p>- Use multiple programs on laptop or tablet computers to achieve particular goals. E.g. They might record audio and then use this as samples in a composition; create HTML content in a text editor and preview it in a browser; analyse data in a spreadsheet and then create a presentation to show the results of their analysis.</p> <p>-With a given goal and a known audience in mind, plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal and the needs of the intended audience.</p>	<p>- review and improve my own work and support others to improve their work.</p> <p><b>What to look for</b></p> <p>-use multiple digital devices (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web servers, allowing them to use cloud-based applications. E.g. They might use local media in conjunction with a cloud-based programming platform, such as Scratch; digital cameras and video cameras to capture content to use on an externally hosted website or blog; a digital camera to take photos they could import into 3D design software on a laptop.</p>	<p>specific purpose.</p> <p>- be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p> <p><b>What to look for</b></p> <p>-can choose for themselves from a range of available programs on laptops, tablets or cloud-based services to achieve goals. E.g. They might choose which image editors and presentation software to use when making a presentation; which image and audio editors to use when creating media content for an app</p> <p>- plan, design and implement a system with multiple, interrelated components with a given goal in mind. E.g. They could develop a smartphone app, taking into account input, output and connectivity, the operating system, the algorithms, code and user interface of their own program.</p>
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Technology in our lives						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Can I?</b></p> <p>Tell you about technology that is used at home and in school. Operate simple equipment such as iPads, Beebots, mouse, keyboard...</p> <p>Use a safe part of the Internet to play and learn. Locate and load an application. Use the cross symbol to close applications</p>	<p><b>Can I?</b></p> <p>-Recognise the ways we use technology in our classroom.</p> <p>-Recognise ways that technology is used in my home and community.</p> <p>- Use links to websites to find Information.</p> <p>- Begin to identify some of the benefits of using technology.</p> <p><b>What to look for:</b></p> <p>-Mention some of the ways in</p>	<p><b>Can I?</b></p> <p>- Tell you why I use technology in the classroom.</p> <p>-Tell you why I use technology in my home and community.</p> <p>- start to understand that other people have created the information I use.</p> <p>-Identify benefits of using technology including finding information, creating and communicating.</p> <p>-Talk about the differences</p>	<p><b>Can I?</b></p> <p>-Save and retrieve work on the Internet, the school network or my own device.</p> <p>-Talk about the parts of a computer.</p> <p>-Tell you ways to communicate with others online.</p> <p>-Describe the World Wide Web as the part of the Internet that contains websites.</p> <p>-Use search tools to find and use an appropriate website.</p>	<p><b>Can I?</b></p> <p>-Tell you whether a resource I am using is on the Internet, the school network or my own device.</p> <p>-Identify key words to use when searching safely on the World Wide Web.</p> <p>- Think about the reliability of information I read on the World Wide Web.</p> <p>-Tell you how to check who owns photos, text and clipart.</p>	<p>Can I...?</p> <p>-describe different parts of the Internet.</p> <p>- use different online communication tools for different purposes.</p> <p>-use a search engine to find appropriate information and check its reliability.</p> <p>-recognise and evaluate different types of information I find on the World Wide Web.</p> <p>-describe the different parts of</p>	<p>Can I...?</p> <p>-tell you the internet services I need to use for different purposes.</p> <p>-describe how information is transported on the internet.</p> <p>-select an appropriate tool to communicate and collaborate online.</p> <p>- talk about the way search results are selected and ranked.</p> <p>-check the reliability of a</p>

	<p>which IT is used to communicate beyond school. E.g. They might know that some people use social media such as Facebook, email, video calls.</p> <p>-Name a number of purposes for which IT is used beyond school. E.g. They might know that modern TVs use digital technology, that books are often available in a digital format, that music is often recorded using computers and that people often communicate using computers these days.</p>	<p>between the Internet and things in the physical world.</p> <p><b>What to look for:</b></p> <p>-Name a number of purposes for which IT is used beyond school. The child might know that adults can share work and discuss ideas in online communities; that photos can be taken, edited and shared easily using digital technology; that the web is made up of information shared by people and organisations; that people use email for a range of purposes and in a variety of contexts; that scientists use computers when collecting and analysing data.</p> <p>-Take a critical stance towards technologies, considering ways in which it has improved things and balancing these with possible disadvantages. They might compare board games and computer games; digital photography with traditional film; using the library with accessing the web; sending a letter with sending an email.</p>	<p>-Think about whether I can use images that I find online in my own work.</p> <p><b>What to look for:</b></p> <p>-Use browser-specific tools (e.g. the Find command) and site-specific tools (such as the search tools for Wikipedia or YouTube) to locate particular information on a web page or within a website.</p> <p>-Use a common search engine (such as Google with safe search mode locked in place) effectively to search for particular information on the web.</p> <p>-When using search engines, demonstrate an understanding that the pages shown include the keywords they have specified.</p> <p>-Use this knowledge by thinking of good keywords appropriate for what they are searching.</p> <p>-If the child is unable to find good results on the first page, they will reconsider their keywords rather than looking at further pages of results.</p>	<p>-Create a hyperlink to a resource on the World Wide Web.</p> <p><b>What to look for:</b></p> <p>-Use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project.</p> <p>-Demonstrate their understanding that search engine results are ranked according to relevance, and that normally the top results on the first page are likely to be those most relevant to their query.</p> <p>-If the child is unable to find good results on the first page, reconsider their keywords rather than looking at further pages of results.</p> <p>- Explain how a search engine creates an index from a cached copy of the web and uses this to select and rank results.</p> <p>-Show an awareness of the Page Rank algorithm in which results are ranked according to the number and quality of in-bound links.</p>	<p>a webpage.</p> <p>-find out who the information on a webpage belongs to.</p> <p>What to look for</p> <p>-use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project. They should use built-in search tools to filter their results, such as by time, location or reading level.</p> <p>-The child can explain how a search engine creates an index from a cached copy of the web and uses this to select and rank results. The child might also show an awareness of the Page Rank algorithm in which results are ranked according to the number and quality of in-bound links.</p>	<p>website.</p> <p>- tell you about copyright and acknowledge the sources of information that I find online.</p> <p><b>What to look for</b></p> <p>-can show that they can use effectively a range of different search technologies, including alternatives to Google (such as Bing or Yahoo) and site-specific search engines (such as those for the App Store or Google Play). E.g. They could demonstrate how they would use a range of search engines when researching available smartphone apps for a particular purpose.</p> <p>-demonstrate some awareness of the Page Rank algorithm, explaining that the quality of a page is determined largely on the basis of the number and quality of links pointing to that page in the engine's cached copy of the web, and that quality is itself determined recursively through Page Rank.</p>
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