ICT Skills Progression Year 3/4

Year 3/4 Skills	- Use a variety of software, inputs and outputs to design and create content to accomplish given goals. - Use technology responsibly and understand how to report concerns about contact and content. - Understand the opportunities computer networks offer for communication. - Collect, present and evaluate information and data. - Use search technologies effectively and use and combine internet services. - Work with various forms of input and output. - Design, create and debug programs that accomplish specific goals.		
	E-Safety	**Programming**	**Data**
Possible Projects	**Create an E-safety poster that can be shared around school/on Dojo with parents Short drama based upon cyber bullying**	**Create shapes on texttease using repeats Use flowol to produce various outputs Use programming to control a Microbit output.**	**Create animal classification database Produce tables to show results from science investigations**
Unit Skills	- Use technology responsibly. - To create appropriate/secure passwords and to understand how to keep passwords and personal data safe. - Recognise acceptable and unacceptable online behavior. - To understand that online actions can impact on other people. - Know who to tell if they discover something inappropriate.	- Read what a sequence in a program does. - Work with various forms of input and output. - Create algorithms to achieve a specific goal. - Debug algorithms that accomplish specific goals. - Use sequence, repetition and selection in programs. - Plan, test and evaluate programs that solve specific problems.	- Create graphs to answer questions. - Create and use a branching database to organize and analyse information to answer a question. - Begin to identify what data should be collected to answer a specific question. - Collect data and enter it into a database under appropriate field headings.

	• To recognize the risks posed by the internet relating to contact and understand that cyber bullying is unacceptable.		• Compare different charts and graphs e.g. frequency diagrams, pictograms, bar charts, databases or spreadsheets etc. • Select the most appropriate method to organize and present data.

Resources	**https://www.dinopass.com/** **http://rumkin.com/tools/password/passchk.php** http://www.kidsmart.org.uk/safesearching/ http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20primary.aspx	Texttease Flowol J2e website Scratch Microbits	https://www.j2e.com/jit5#branch Free branch software Flowal Excel
Vocabulary	Responsible, Online actions, Communicating online, Personal, Bullying, Grooming, Biased Acceptable/Unacceptable, Cyber, bullying, Risks, Profile, incident	Programs, Input, Output, Debugging, Algorithms, Repetitions, Reasoning, Errors, Various, Logical	Data, Information, Database File, Record, Field, Classify, Organize, Present, Compare, variety

Year 3/4 Skills	• Use a variety of software, inputs and outputs to design and create content to accomplish given goals. • Use technology responsibly and understand how to report concerns about contact and content. • Understand the opportunities computer networks offer for communication. • Collect, present and evaluate information and data. • Use search technologies effectively and use and combine internet services. • Work with various forms of input and output. • Design, create and debug programs that accomplish specific goals.		
	Media	**Impact of Technology**	**Essential Skills/ Skills catch up**
Possible Projects	**Create a powerpoint presentation linked to curriculum**	**Search topic related questions and create a leaflet based on findings**	
Unit Skills	• Recognise the features of a good page design and multimedia presentation. Consider how the design features meets the needs of the audience. • Analyse and evaluate presentations through self and peer assessment suggesting how suitable improvements can be made to work. • Create pictures by choosing from a range of tools and effects and by copying and pasting sections of a picture. • To be able to resize, edit, change an image, apply special effects. • Take digital images, edit using camera effects and crop them	• Use a range of child friendly search engines to locate different media. • Evaluate different search engines and explain their choices. • Develop specific key questions and key words to search for information. • Consider the effectiveness of key questions. • Use appropriate tools to save and retrieve accessed information - favorites, history, copy/paste • Cancel unwanted advertising and pop ups and temporarily allow pop ups. • Develop more advanced search techniques.	• Log on and off computing – correct use of logging off or shutting down computers including correct use of Ctrl,Alt,Del function • Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys). • Save and store work in an appropriate area, and be able to print, retrieve and amend it. • Use different font sizes, colours and effects • Use cut, copy and paste • Recognise and use key layout and design features, e.g. text boxes, columns, borders.

	• Edit sound and music files using copy and paste and adding effects. • Create text based documents using appropriate layout for a purpose including use of bullet points, numbering, indenting and columns and selecting appropriate fonts. • Use right click to correct spellings, look up words and find synonyms. • Add titles, sound and special effects to a presentation.		
Resources	Powerpoint Word Publisher Paint package Imovie Clips	Child friendly Search engines https://www.whiteboardblog.co.uk/2018/03/fake-websites-to-help-teach-web-literacy/ Kiddle.co	
Vocabulary	Audience, font, presentation, layout, copy, paste, orientation, formatting, graphics, cropping, illustration	Search engine, media, purpose, specific, retrieve, advertising, advanced searching, information, effectiveness, evaluate	