

## Technology Skills & Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Communication: multimedia				
<b>Photography and film</b>	<p><b>Take photos and record videos with support</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a preference for videos or photos from a selection</li> <li>2. Control videos, e.g. start and stop a video on the screen or by using a switch / eye gaze</li> <li>3. Explore using a camera</li> <li>4. Take photos with support</li> <li>5. Record videos with support</li> </ol>	<p><b>Convey information using photos or videos</b></p> <ol style="list-style-type: none"> <li>1. Operate a camera or tablet to take photos</li> <li>2. Operate a camera or tablet to record videos</li> <li>3. Choose a selection of images to convey information</li> <li>4. Record a video to convey information</li> </ol>	<p><b>Take photos and videos for a theme and edit with support</b></p> <ol style="list-style-type: none"> <li>1. Present ideas and information using a series of images</li> <li>2. Select a video clip to present information</li> <li>3. Combine the use of images and videos to present ideas and information</li> <li>4. Edit digital content with support</li> <li>5. Talk about whether the digital content was effective</li> </ol>	<p><b>Effectively edit photos, videos and sound for a range of purposes</b></p> <ol style="list-style-type: none"> <li>1. Use photos and videos to create presentations for different audiences</li> <li>2. Edit photos, videos, text and sound in response to feedback</li> <li>3. Apply the editing skills they have learnt to unfamiliar technologies</li> </ol>
<b>Using text on a screen</b>	<p><b>Create simple digital content with support</b></p> <ol style="list-style-type: none"> <li>1. Access a range of multimedia content (learner led)</li> <li>2. Make marks on a screen with increasing intention</li> <li>3. Demonstrate a preference for a piece of content or technology from a selection</li> </ol>	<p><b>Choose media from a selection to convey information</b></p> <ol style="list-style-type: none"> <li>1. Move objects on a screen</li> <li>2. Choose appropriate images to demonstrate an idea (e.g. image for a poster)</li> <li>3. Begin to use a keyboard to type simple words with support or clicker tools appropriately</li> </ol>	<p><b>Use text to communicate ideas</b></p> <ol style="list-style-type: none"> <li>1. Use a keyboard to type words</li> <li>2. Use keyboard tools, including spacebar, enter and backspace to enter and remove text</li> <li>3. Use text to present ideas (e.g. through Clicker)</li> </ol>	<p><b>Design and create simple digital content for a purpose / audience</b></p> <ol style="list-style-type: none"> <li>1. Identify which features are needed for chosen purpose / audience</li> <li>2. Use a range of simple tools to create digital content (e.g. clicker, word, powerpoint)</li> </ol>

<p><b>Animation</b></p>	<p><b>Create a simple animation with support by moving characters or adding sounds</b></p> <ol style="list-style-type: none"> <li>1. Explore different types of animations and express a preference</li> <li>2. Create shapes on a screen</li> <li>3. Select where they would like images to move to on a screen</li> <li>4. Choose sound effects to be added</li> </ol>	<p><b>Create an animation</b></p> <ol style="list-style-type: none"> <li>1. Use a digital device to move objects from one place to another on a screen</li> <li>2. Choose appropriate sound effects to add to an animation</li> <li>3. Use a series of images in a sequence</li> <li>4. Identify the start and end point to an animation</li> </ol>	<p><b>Create a simple animation to fulfil a purpose</b></p> <ol style="list-style-type: none"> <li>1. Engage with different types of animations and communicate what they like or dislike about them</li> <li>2. Plan out their animation and what they would like to happen</li> <li>3. Talk about whether their animation was successful and identify what could be changed</li> <li>4. Edit animation to make improvements</li> </ol>	<ol style="list-style-type: none"> <li>3. Give and receive feedback on digital content with peers</li> <li>4. Edit digital content to make improvements</li> </ol> <p><b>Consider all steps of the design process when creating animations</b></p> <ol style="list-style-type: none"> <li>1. Identify the features of a good piece of animation and begin to apply these in own animations</li> <li>2. Create a range of animations with increasing complexities</li> <li>3. Evaluate their own content against success criteria and make improvements accordingly</li> </ol>
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<p>What is a computer?</p>	<p><b>Explore common technology and digital devices and choose a device for a specific task from a limited selection</b></p> <ol style="list-style-type: none"> <li>1. Access a range of technology, including switches, touchscreen, eye gaze (as appropriate and remote controlled toys</li> <li>2. Access a range of computer based programmes and software</li> <li>3. Make a choice between a selection of technology that they would like to use</li> <li>4. Make a choice for an appropriate piece of technology for a purpose, e.g. camera to take a photo</li> </ol>	<p><b>Explore and use a range of technology for a purpose</b></p> <ol style="list-style-type: none"> <li>1. Recognise and use a range of digital devices for a purpose</li> <li>2. Recognise the key parts of a computer, e.g. mouse, keyboard, screen</li> <li>3. Use a mouse, touchscreen or keyboard to select options on a screen</li> </ol>	<p><b>Recognise a range of technology and what it is used for; name the main parts of a computer</b></p> <ol style="list-style-type: none"> <li>1. Use a suitable device to access and control an activity</li> <li>2. Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard, speakers</li> <li>3. Use a search engine to search for information</li> </ol>	<p><b>Use a search engine effectively to find information and images and evaluate websites for reliability of information</b></p> <ol style="list-style-type: none"> <li>1. Use search tools to find and use a piece of information or an image</li> <li>2. Identify key words to use when searching safely on the internet to narrow down search results</li> <li>3. Begin to identify the reliability of information I read on the internet</li> <li>4. Explain to another person how search results are selected and ranked</li> </ol>
<p>Programming &amp; algorithms</p> <p><b>Controlling technology</b></p>	<p><b>Begin to understand that we control technology and computers</b></p> <ol style="list-style-type: none"> <li>1. Explore making something happen using technology, e.g. moving an image or pressing a control</li> <li>2. Use controls on technology to make something happen, with support</li> </ol>	<p><b>Understand that we control computers by giving them instructions</b></p> <ol style="list-style-type: none"> <li>1. Follow instructions given to them by a peer or adult</li> <li>2. Give instructions to a peer or adult for them to follow</li> <li>3. Give a short sequence of instructions to control a device</li> </ol>	<p><b>Recognise that the instructions we give computers need to be specific, clear and concise</b></p> <ol style="list-style-type: none"> <li>1. Give an increasing set of instructions to control a digital device</li> <li>2. Explain what is going to happen as a result of their instructions or actions</li> </ol>	<p>See below objectives – to be used for both programming units</p>

<p><b>Simple programs</b></p>	<p>3. Anticipate their action to trigger a specific response, e.g. pressing a button and a specific response happening as a result</p> <p><b>Understand that our actions control programmable toys</b></p> <ol style="list-style-type: none"> <li>1. Explore using programmable toys to make something happen</li> <li>2. Anticipate and expect an outcome using programmable toys, e.g. knowing it will move when a button is pressed</li> <li>3. Repeat an action to trigger a specific outcome on a programmable toy</li> </ol>	<p>4. Follow instructions to control a digital device</p> <p><b>Create a short program to move and control a programmable toy</b></p> <ol style="list-style-type: none"> <li>1. Follow simple instructions to program a toy</li> <li>2. Try a different approach when unsuccessful</li> <li>3. Input a short sequence of instructions to control a programmable toy and achieve a desired outcome</li> </ol>	<p>3. Alter their instructions or actions to change the result if unsuccessful</p> <p><b>Plan out and create simple computer programs</b></p> <ol style="list-style-type: none"> <li>1. Explore using a computer program to make a simple program</li> <li>2. Predict what they think will happen in their program</li> <li>3. Identify when something has gone wrong and use the term 'debugging'</li> <li>4. Identify how to correctly debug an error in a simple program</li> </ol>	<p><b>Design, write and debug programs that accomplish specific goals</b></p> <ol style="list-style-type: none"> <li>1. Identify how to break a problem into smaller steps</li> <li>2. Put programming commands into a sequence to achieve a specific outcome</li> <li>3. Recognise that a sequence of commands is called an algorithm</li> <li>4. Test program and debug as needed</li> <li>5. Evaluate the effectiveness of their program and identify how to debug any problems</li> <li>6. Use repeat commands to make programs more effective or efficient</li> <li>7. Use 'if' and 'then' commands to complete a specified</li> </ol>
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<p><b>E-Safety (to be covered during E-Safety week)</b></p>	<p><b>Begin to use technology in a safe way</b></p> <ul style="list-style-type: none"> <li>• Ask an adult (verbally or with visual support) when they want to use online technology</li> <li>• Ask for help when using online technology</li> <li>• Observe adults modelling how to use technology online safely</li> </ul>	<p><b>Understand and follow simple E-Safety rules</b></p> <ul style="list-style-type: none"> <li>• Understand kind and unkind behaviours online</li> <li>• Begin to understand who to talk to about something online, a trusted adult</li> <li>• Know who to tell if they are unhappy with something online</li> </ul>	<p><b>Create and follow sensible E-safety rules</b></p> <ul style="list-style-type: none"> <li>• Understand which information is personal to them, e.g. name, address, birthday etc.</li> <li>• Understand the need to keep personal information and passwords private online.</li> <li>• Begin to identify safe and unsafe behaviour online</li> </ul>	<p>action within a program</p> <p>8. Explain their algorithm and what is needed to make their intended action happen</p> <p><b>Use technology safely, respectfully and responsibly and identify a range of ways to report concerns about online content and contact</b></p> <ul style="list-style-type: none"> <li>• Use a range of technologies safely</li> <li>• Identify who to report concerns to about online content</li> <li>• Identify how to report content online</li> </ul>
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