



Year 2

Teacher:

Class:

Potential level 2																							
2A Writing stories: communicating information using text																							
Has basic keyboard familiarity - letter, number and punctuation keys																							
Can use shift/caps lock, space bar and enter/return keys appropriately																							
Can create sentences																							
Understands the use of the scroll bars/arrow keys and word wrapping																							
Can edit text to correct and alter their work																							
End of Unit																							
Generic Skills																							
Can load appropriate software																							
Can confidently use a mouse or other input device																							
Can save work (if appropriate)																							
Can retrieve work already saved																							
Can print work																							
End of Unit																							

a some children will have progressed further and will use a word processor to produce sentences that communicate meaning, refine sentences by adding words and making corrections; alter sentences in the light of comments

b most children will use a word processor to produce sentences that communicate meaning

c some children will not have made so much progress and will enter words into a word processor



Year 2

Teacher:

Class:

Potential level 2																							
2B Creating Pictures																							
Can choose and paint with different colours																							
Can choose different brush sizes and/or styles e.g. spray																							
Can use the following tools: rubber, fill, geometric shapes (e.g. square, circle)																							
End of Unit																							
Generic Skills																							
Can load appropriate software																							
Can confidently use a mouse or other input device																							
Can save work (if appropriate)																							
Can retrieve work already saved																							
Can print work																							
End of Unit																							

a some children will have progressed further and will use a computer graphics package to create a picture; select the most appropriate tools to match their purposes;develop an image and modify and correct their work as they go

b most children will use a computer graphics package to create a picture; select the most appropriate tools to match their purposes

c some children will not have made so much progress and will use a computer graphics package to create a picture

Year 2

Teacher:

Class:

Potential level 2																						
2C Finding Information																						
Can search for information using direction, sound, video buttons, scroll bars, hot-links, hyperlinks <i>Can use menus, indexes, key-words to locate information</i>																						
Can use straightforward enquiries to locate information on a CD-Rom or the Internet																						
End of Unit																						
Generic Skills																						
Can load appropriate software																						
Can confidently use a mouse or other input device																						
Can save work (if appropriate)																						
Can retrieve work already saved																						
Can print work																						
End of Unit																						

a some children will have progressed further and will choose the most appropriate search technique for their purpose

b most children will search a CD-Rom purposefully; follow a straightforward line of enquiry

c some children will not have made so much progress and will navigate a CD-Rom

b most children will produce an accurate set of instructions but will need to amend them to make them correct; combine three forward movements into one by adding units together; accurately predict the results of a set of instructions

c some children will not have made so much progress and will produce a set of instructions but make mistakes with directions and distances; incorrectly predict or guess the results of a set of instructions



Year 2

Teacher:

Class:

Potential level 2																																	
2E Questions and answers																																	
Understand the limitations of a simple graphing programme																																	
Construct questions and plausible answers from a data set																																	
Understand that some questions can have a YES/NO answer																																	
Use a binary tree																																	
End of Unit																																	
Generic Skills																																	
Can load appropriate software																																	
Can confidently use a mouse or other input device																																	
Can save work (if appropriate)																																	
Can retrieve work already saved																																	
Can print work																																	
End of Unit																																	

a some children will have progressed further and will construct different types of questions for different purposes e.g. questions that can only be answered by yes or no for use with a binary tree or questions that only have one possible answer

b most children will know that there are different programs for collecting and presenting data; ask questions in different ways to find them out

c some children will not have made so much progress and know that there are different programs for collecting and presenting data; be aware that questions can be asked in different ways to find things out



Year 3

Teacher:

Class:

Potential level 3																																																	
	3A Combining text and graphics																																																
Amend text and re-save work																																																	
Alter presentation of text e.g. page lay-out																																																	
Combine text and graphics																																																	
Use word processing tools e.g. spell checker, thesaurus																																																	
<i>Produce work for a specific purpose, combining information, showing an awareness of audience and appropriate use of graphics and text</i>																																																	
End of Unit																																																	
Generic Skills																																																	
Name/Save work																																																	
Retrieve work																																																	
End of Unit																																																	

a some children will have progressed further and will combine graphics with text; choose effects that match their purposes so that graphics and text complement each other

b most children will combine graphics with text; use appropriate effects and re-size graphics

c some children will not have made so much progress and will combine graphics and text



Holy Trinity CE
Primary School

Year 3

Teacher:

Class:

Potential level 3																				
3B Manipulating sound																				
Understand how musical phrases can be organised and re-organised using icons																				
Develop a musical sequence																				
<i>Organise and re-organise sounds</i>																				
Use multimedia information source/Internet																				
Locate and record sounds																				
End of Unit																				
Generic Skills																				
Name/Save work																				
Retrieve work																				
End of Unit																				

a some children will have progressed further and will use music software to develop and refine musical composition and adapt it in the light of performance

b most children will use music software to develop and refine musical composition

c some children will not have made so much progress and will use music software to create a sequence of musical phrases



Year 3

Teacher:

Class:

Potential level 3																													
3C Introduction to Databases																													
Can look through records of a prepared data file																													
Can enter a record of information into a prepared data file checking for accuracy																													
Can search and sort information into categories																													
Can conduct a simple search to find specific records																													
Can use the database to answer class questions																													
Can use a database to generate bar charts and interpret data																													
<i>Create search criteria from questions</i>																													
End of Unit																													
Generic Skills																													
Name/Save work																													
Retrieve work																													
End of Unit																													

a some children will have progressed further and will enter data into a database with a predetermined structure and use it to answer straightforward questions and produce bar charts; turn questions into search criteria

b most children will enter data into a database with a predetermined structure and use it to answer straightforward questions and produce bar charts

c some children will not have made so much progress and will enter data into a database with a predetermined structure and find information in it by matching the query to the question

Year 3

Teacher:

Class:

Potential level 3																					
3D Exploring Simulations																					
Can understand that computer simulations can represent real and imaginary situations																					
Can use the simulation to make and explore predictions and to identify patterns																					
<i>Can evaluate simulations</i>																					
Generic Skills																					
Name/Save work																					
Retrieve work																					
End of Unit																					

a some children will have progressed further and will identify the relationships and rules on which the simulations are based and test their predictions

b most children will recognize patterns within simulations and make and test predictions

c some children will not have made so much progress and will use simulations to make and test predictions; explore options



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Year 3

Teacher:

Class:

Potential level 2																																	
3E E-Mail																																	
Send and receive E-Mails																																	
Send annotated replies to E-Mails																																	
<i>Send attached files</i>																																	
End of Unit																																	
Generic Skills																																	
Name/Save work																																	
Retrieve work																																	
End of Unit																																	

a some children will have progressed further and will send, receive and reply to e-mails; develop and refine text messages; send text and images as attachments

b most children will send, receive and reply to e-mails; develop and refine text messages

c some children will not have made so much progress and will receive and reply to e-mails



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Primary School

Year 4

Teacher:

Class:

Potential level 3																								
4B Developing images using repeated patterns																								
Create repeating patterns using stamps and/or copy tool																								
Use cut, copy, paste, move, resize																								
Use different brush sizes and effects																								
Use mirror/flip/rotational tools																								
<u>Further refine and develop graphical work using a variety of tools</u>																								
End of Unit																								
Generic Skills																								
Name/Save work																								
Retrieve work																								
Print work																								
End of Unit																								

a some children will have progressed further and will use a computer graphics package to develop and refine an image selecting the most appropriate tools, and saving drafts

b most children will use a computer graphics package to develop an image using a variety of tools

c some children will not have made so much progress and will use a computer graphics package to develop an image



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Year 4

Teacher:

Class:

Potential level 3																				
4C Branching databases																				
Understand how yes/no questions can be used to identify objects																				
Produce a tree diagram to identify objects																				
Search a branching database to identify objects																				
Create a branching database which identifies items uniquely																				
End of Unit																				
Generic Skills																				
Name/Save work																				
Retrieve work																				
Print work																				
End of Unit																				

a some children will have progressed further and will develop and search a branching database using effective criteria

b most children will develop and search a branching database

c some children will not have made so much progress and will search a branching database



Year 4

Teacher:

Class:

Potential level 3																				
4E Modelling effects on screen /Control – Logo																				
Write, test, modify and use instructions																				
Use REPEAT commands																				
Explore changes in variables/make predictions																				
Move a screen turtle without drawing a line																				
Name and save a LOGO procedure																				
Retrieve LOGO																				
Print LOGO procedure																				
Write sets of instructions to create complex shape/pattern showing awareness of precision in framing/sequencing instructions. Predict outcome of changing variables within their program.																				
End of Unit																				
Generic Skills																				
Name/Save work																				
Retrieve work																				
Print work																				
End of Unit																				

a some children will have progressed further and will create objects using more than one shape and rotating them;use the repeat instruction to duplicate shapes;investigate more complex shapes and sizes;change the angle of turn

b most children will create a shape e.g. a flower, using one shape and rotating it; use the repeat instruction to duplicate the angle of turn, change the shape of the turn

c some children will not have made so much progress and will work form an example shape and change the procedure to create their own shapes, make mistakes and need help to amend the work

Year 5

Teacher:

Class:

Potential level 3																				
5A Graphical Modelling																				
Understand the difference between an object based drawing package and a painting package																				
Use an object based drawing package to draw and manipulate shapes																				
Use cut, copy, paste, move, re-size																				
Use mirror, flip, rotational tools																				
<i>Use a graphical model for a specific purpose to identify patterns and relationships</i>																				
End of Unit																				
Generic Skills																				
Name/Save work																				
Retrieve work																				
Print work																				
End of Unit																				

a some children will have progressed further and will use an object based drawing package to create and explore an accurate graphical model checking predictions and make decisions

b most children will use an object based drawing package to create, combine, manipulate objects and explore possibilities

c some children will not have made so much progress and will use an object based drawing package to create and manipulate objects



Year 5

Teacher:

Class:

Potential level 4																															
5C Evaluating information, checking accuracy and questioning plausibility																															
Identify implications of incorrect data																															
Identify incorrect or implausible data																															
Identify an incorrect point on a line graph																															
<i>Identify and correct inaccurate and implausible data when using ICT</i>																															
End of Unit																															
Generic Skills																															
Name/Save work																															
Retrieve work																															
Print work																															
End of Unit																															

a some children will have progressed further and will interpret, check and question data,; use logical inference to identify implausible and inaccurate data; recognize that poor quality information leads to unreliable results

b most children will interpret, check and question data, recognize that poor quality information leads to unreliable results

c some children will not have made so much progress and will recognize the importance of checking data, recognize that poor quality information leads to unreliable results



Year 5

Teacher:

Class:

Potential level 4																					
5F Monitoring environmental conditions and changes																					
Understand that computers can monitor external conditions																					
Be able to attach sensors and display readings on the computer																					
Understand that computers can take a series of accurate readings over a period of time																					
Understand that a line graph may be more illustrative of change than tables/bar charts																					
<i>Explain why a computer device is used to monitor and record data rather than traditional methods</i>																					
End of Unit																					
Generic Skills																					
Name/Save work																					
Retrieve work																					
Print work																					
End of Unit																					
End of Year																					

a some children will have progressed further and will understand when it might be appropriate to use a computer device for datalogging, select appropriate sensors and carry out experiments safely and independently; draw simple conclusions form the data

b most children will choose the appropriate sensor/s to monitor environmental conditions and changes and carry out experiments safely and independently

c some children will not have made so much progress and will carry out experiments with support and/or guidance



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Year 6

Teacher:

Class:

Potential level 4																								
6A Multimedia Presentation																								
Use text editing facilities																								
Use a range of art tools/import own art work																								
Import clip art/scanned images																								
Record/add their own sounds/music/voices to the presentation																								
Add prepared sounds/music/voices																								
Link the screens together																								
Use a range of transitions/effects																								
Save presentation																								
Print various screens																								
<i>Produce a presentation to fulfil a specific purpose combining at least three forms of information. Show awareness of audience/use good presentation skills.</i>																								
End of Unit																								
Generic Skills																								
Name/Save work																								
Retrieve work																								
Print work																								
End of Unit																								

at some children will have progressed further and will use a multimedia authoring program to organize, refine and present a set of linked multimedia pages which incorporate images, sounds and text; create pages which offer a variety of options; present information that matches the need of the audience

b most children will use a multimedia authoring program to organize, refine and present a set of linked multimedia pages which incorporate images, sounds and text

c some children will not have made so much progress and will use a multimedia authoring program to assemble images, sounds and text on a multimedia page

Year 6

Teacher:

Class:

Potential level 4																							
6C Control and monitoring - What happens when...?																							
Understand that devices can monitor physical change																							
Understand that devices cause an event to happen when a change occurs																							
Use sensors to detect/display change																							
Set relevant time intervals																							
Use an input device (switch) to cause an event																							
Write a procedure to check 2 inputs and an output event																							
Use 2 input devices																							
Use input and output devices and produce a set of instructions linking cause and effect																							
<i>Create sets of instructions using inputs/sensors to control events. Use 2 or more sensors to detect changes in state, displaying the data/identifying/interpreting any changes and/or relationships between the data collected.</i>																							
End of Unit																							
Generic Skills																							
Name/Save work																							
Retrieve work																							
Print work																							
End of Unit																							

a some children will have progressed further and will produce procedures without difficulty; string procedures together; recognize patterns in programming; recognize the weakness of a system

b most children will produce simple procedures to turn on lights and sound alarms; need help with their program and will need to make amendments

c some children will not have made so much progress and will have difficulty producing procedures; need help to get the logic correct; need to correct work frequently



Holy Trinity CE Primary School

Year 6

Teacher:

Class:

Potential level 4																				
6D Using the Internet to search large databases and to interpret information																				
Use hyperlinks to find information on the Internet																				
Use bookmarks																				
Enter an URL to find a web site																				
Use a search engine to find information																				
Use AND searches to search effectively																				
Skim and select information checking for bias																				
Copy, paste and print selectively from the Internet																				
<i>Use a range of operators to search information on the Internet</i>																				
End of Unit																				
Generic Skills																				
Name/Save work																				
Retrieve work																				
Print work																				
End of Unit																				

a some children will have progressed further and will search the Internet using a range of operators to find a range of information, validate resources and check for bias in presenting it to a specific audience

b most children will search the Internet taking care when framing questions; understand when the information is valid and present it for a chosen audience

c some children will not have made so much progress and will search the Internet to find appropriate information and copy text and pictures for others to view