

Year 2							Те	ach	er:	:														CI	as	s:				
Potential level 2																														
2A Wr	riti	ng	st	ori	es	: c	on	nm	ur	nica	atii	ng	in	for	ma	ati	ion	นร	sin	g t	ех	t								
Has basic keyboard familiarity - letter, number and punctuation keys																				Ĭ										
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																														
							(3 er	nei	ric	Sk	dlls	3																	
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																			
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			<u> </u>	Cre	EU	ing	PI	CTU	res	5	ų		Ц						
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																			
				Ge	ne	ric	Ski	ills											
Can load appropriate software																			
Can confidently use a mouse or other input																			
device																			
Can save work (if appropriate)																			
Can retrieve work already saved													1						
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		
Can use menus, indexes, key-words to locate information		
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



Year 2						Те	acł	ner	:												С	las	s:						
Potential level 2																													
		21	R	lου	ıte	s:	СО	nt	rol	lin	Q {	a f	00	or i	tui	rtle	•												
Can recognise that many every day devices respond to signals and commands Can enter instructions to control a floor turtle Can predict the results of different instructions Can program a floor turtle to repeat instructions Recognise that instructions can be repeated																													
Programme the floor turtle to repeat instructions															Ť														
Develop and record sequences of instructions																													
Make predictions and test them																													
Develop and record more complex sequences of instructions, predict results by identifying patterns																													
End of Unit																													
							3ei	ne	ric	Sk	kill	S																	
Can load appropriate software																													
Can confidently use a mouse or other input device																													
Can save work (if appropriate)					<u> </u>			1							_												\perp	\perp	Щ
Can retrieve work already saved					<u> </u>	_	1	1	-	1		\perp			1	_		 _		_					_		\dashv	\dashv	+
Can print work							_	+		L	\perp	+		_	4												\dashv	\dashv	
End of Unit																													

a some children will have progressed further and will produce an accurate set of instructions with little need for amendment; incorporate instructions which involve difficult angles other than 90 or 180 degrees; accurately predict results of a set of instructions by identifying patterns

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 quaetions 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					Te	eacl	her	:										(Cla	iss:				
Potential level 3																								
		3	Α (Co	mb	iniı	ng	tex	ct a	anc	g	rap	hi	cs										
Amend text and re-save work																								\Box
Alter presentation of text e.g. page lay-out																								
Combine text and graphics																								
Use word processing tools e.g. spell checker, thesaurus																								
Produce work for a specific purpose, combining information, showing an awareness of audience and appropriate use of graphics and text																								
End of Unit																								
						Ge	ne	ric	Sk	cills	3													
Name/Save work																								T
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



Year 3	Teacher:		Class:	
Potential level 3	2P Moninu	ating cound		
Understand how musical phrases can be	36 Manipul	ating sound		
Understand how musical phrases can be organised and re-organised using icons				
Develop a musical sequence				+++
Organise and re-organise sounds				
Use multimedia information source/Internet				
Locate and record sounds				
End of Unit				
	Generi	c 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: Cla	ss:
Potential level 3		
	3C Introduction to Databases	
One had the only second of a second data file.	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		
Create search criteria from questions		
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			T	each	ner:										С	las	s:					
Potential level 3																						
		3D	Ex	plo	rin	g S	im	ula	tior	าร												
Can understand that computer simulations can represent real and imaginary situations																						
Can use the simulation to make and explore predictions and to identify patterns																						
Can evaluate simulations																			工	I		
																			┸			
				Gei	ner	ic S	Skil	Is														
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



Year 3	Teacher:	Class:
Potential level 2		
	3E E-Mail	
Send and receive E-Mails		
Send annotated replies to E-Mails		
Send attached files		
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



Year 4				1	Геа	che	er:											C	las	s:				
Potential level 3																								
		2	łA ۱	Writ	ing	fo	r di	ffe	ren	t aı	udi	enc	es											
Edit text					Ĭ																			
Alter presentation e.g. font size, effects																								
Add picture, tables																								
Alter page set-up																								
Use spell checker, thesaurus																								
Use cut and paste to re-order work																								
Name/Save work																								
Retrieve work																								
Produce work for a specific purpose, combining information, showing an awareness of audience																								
Use more advanced features of a wordprocessor																								
e.g. margins, columns, alignment																								
End of Unit																								
						Ger	ner	ic S	kil	ls														
Name/Save work																								
Retrieve work																								
Print work																								
End of Unit																								

a some children will have progressed further and will choose and use the more advanced features of a wordprocessor to increase their efficiency when matching work to audience

b most children will use the more advanced features of a word processor to help them match their work to audience

c some children will not have made so much progress and will use features such as a spellcheck to help them edit their work



Year 4					Te	eacl	her	:												С	ass	3 :					
Potential level 3																											
	4	ΒD	eve	lop	oing	ima	ige	s us	ing	j rep	oea ^r	ted	pat	tter	ns												
Create repeating patterns using stamps and/or copy tool																											
Use cut, copy, paste, move, resize																								1		1	
Use different brush sizes and effects																								1	1	1	
Use mirror/flip/rotational tools																									1		
Further refine and develop graphical work using a variety of tools																											
End of Unit																											
						G	ene	ric	Ski	lls																	
Name/Save work																											
Retrieve work																											
Print work																							\Box				
End of Unit																	Ì										

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



Year 4			1	Геас	her	:								CI	ass	:			
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																			
				G	ene	eric S	Skill	s											
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 dtatbase

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



Year 4							Tea	ach	er:															(Clas	3S:						
Potential level 3																																ĺ
4D Col	lect	ting	an	nd p	ores	ent	ing	inf	orn	nati	ion	: qı	Jes'	tior	nna	ire	s a	nd	pie	ch	nar	ts										
Understand the purpose of graphs/everyday applications																																
Design a questionnaire which matches the structure of a database																																
Collect data using the data collection form																																
Enter data																																
Present the data in a range of formats																										<u> </u>				L		
Interpret the graphs																																
Understand that line graphs are used to represent continuously changing data																																
Be able to identify the appropriate graph to																																
represent data																									L	丄	L		Ш			
End of Unit																																
								Ge	ner	ic S	Skil	lls																				
Name/Save work																																
Retrieve work																																
Print work																																
End of Unit																																

a some children will have progressed further and will collect data in a way that aids entry into a data handling package and use it to create bar charts, pie charts and choose the appropriate form of graph to represent it

b most children will collect data in a way that aids entry into a data handling package and use it to create bar charts, pie charts and line graphs



Year 4						Tea	ch	er:													С	las	s:					
Potential level 3		15	Mod	dell	ina	eff	ects	s or	ารต	cree	en /	Col	ntro		Loc	ao												
Write, test, modify and use instructions					y		5010	<i>,</i> 0.		,,,,,,	41					90										T		
Use REPEAT commands																										\neg		
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																												
							Ge	neri	ic S	skill	s																	
Name/Save work																												
Retrieve work														_				_		1					T			+
Print work																									ı	\top	T	
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 wor



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 Use a graphical model for a specific purpose to identify patterns and relationships		
End of Unit		
	Generic Skills	
Name/Save work		
Retrieve work		
Print work		
End of Unit		

a some children will have progressed further and will 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 will use an object based drawing package to create and manipulate objects



Year 5

Teacher: Class:

Potential level 3																												
5B Analys	sin	a c	lata	a a	nd	as	kin	a c	iue	sti	on	s:	usi	na	CO	m	ole	x s	ea	rcl	1e:	s						
Carry out searches involving less than, more than equal to																												
Carry out searches using AND	1									T									T									+
Carry out searches involving OR																												
Use CD-ROM or an Internet search engine to locate information																												
Skim read information to identify relevant sources																			T									
Carry out complex searches to check hypotheses																												
End of Unit																												
							G	ene	eric	Ski	ills																	
Name/Save work																												
Retrieve work																												
Print work																												\bot
End of Unit																												

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a some children will have progressed further and will carry out complex searches to check hypotheses

b most children will use AND, OR and = in their searches

c some children will not have made so much progress and will carry out searches using two or more criteria



Year 5							Te	ach	er:																	С	las	s:					
Potential level 4																																	
5C Evaluating	in	fo	rm	ati	on	, c	he	cki	ng	ac	ccı	ura	СУ	ar	nd	qu	ies	tic	oni	ng	pl	au	sil	bil	ity								
Identify implications of incorrect data																T					T								,				
Identify incorrect or implausible data																																	
Identify an incorrect point on a line graph																																	
Identify and correct inaccurate and implausible data when using ICT																																	
End of Unit																																	
								Ge	ne	ric S	Ski	lls																					
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						Tea	ach	er:													Cla	iss:				
Potential level 3																										
			50	ln	tro	odu	cti	on	to	SI	ore	ao	lsh	ee	ts	l										
Input data																								П		
Produce a chart																					T					
Use formulae to carry out calculations																										
Look for relationships/patterns																										
Predict the outcomes of different decisions																										
Use functions																										
Name/save/retrieve a spreadsheet																										
Print spreadsheets/graph																										
Explore the effects of changing the data in a spreadsheet																										
End of Unit																										
							Ge	ner	ic S	kil	ls															
Name/Save work																								П		
Retrieve work	1																	T						1		П
Print work																										
End of Unit																										

a some children will have progressed further and will use a spreadsheet to carry out calculations; explore the effects of changing the data in a spreadsheet

b most children will use a spreadsheet to carry out calculations

c some children will not have made so much progress and will use a spreadsheet to produce a table of data



Year 5			Teac	her:								С	lass	S :			
Potential level 3																	
		5E	Con	troll	ing	j de	vice	es									
Understand typical everyday applications of control																	
Understand that devices rely on a set of instructions																	
Understand that devices can be controlled by computer																	
Write a sequence to produce a recognisable event e.g. a light going on and off																	
Recognise the need for precision when writing a number of procedures in one sequence.																	
Create sets of instructions to control events, correct and improve procedures																	
End of Unit																	

a some children will have progressed further and will design and create a display which produces a combination of events; write, correct and improve procedures to link output devices together; realize the limitation of the system

b most children will design and create a display which produces a combination of events; write simple procedures and be able to link output devices together; amend their procedure to get a desired outcome

c some children will not have made so much progress and will design and create a display which produces a limited number of events; need help to write simple procedures and design the display together; amend their procedure to get a desired outcome



Year 5						T	ead	che	er:														С	las	s:					
Potential level 4																														
5F I	Мo	nit	or	ing	en	vir	on	ıme	ent	al	CC	onc	П	on	S	and	d c	ha	ng	es										
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																														
Explain why a computer device is used to monitor and record data rather than traditional methods																														
End of Unit																														
							G	ene	erio	c S	3ki	lls																		
Name/Save work																														
Retrieve work																														
Print work																												\bot	\perp	
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



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 Produce a presentation to fulfil a specific purpose combining at least three forms of information. Show awareness of audience/use good presentation skills.		
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 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				Те	acł	her	:											С	las	s:							
Potential level 4																											
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Load/start a new spreadsheet			<u> </u>		1		<u> </u>	T				4111	<u> </u>														
Understand that spreadsheets can be used to explore mathematical models																											_
Input data			İ					T															\neg	П			_
Use formulae								ı																П			
Look for relationships/patterns																											
Predict the outcome of different decisions																											
Use functions																											
Create graphs																								Ш			
Name/save/retrieve spreadsheet																				Ш				Ш		Ш	
Print spreadsheet								L												Ш				Ш		Ш	_
Explore the effects of changing the data, make and test predictions																											
End of Unit																											Ī
					G	en	ner	ic	Sk	đ	s																ı
Name/Save work						Ī		Ī		Ī																	
Retrieve work								1		1												\neg	一	П			_
Print work								T		1	1	1									\neg		一	П	\exists		_
End of Unit																											

a some children will have progressed further and will explore the effects of changing data in a spreadsheet; make predictions and use the spreadsheet to test them b most children will explore the effects of changing data in a spreadsheet c some children will not have made so much progress and will use a spreadsheet to calculate totals



Year 6						7	Геа	che	er:													С	las	s:				
Potential level 4																												
6	C	Co	ntr	ol	an	d n	nor	nito	orir	ng	- \	Wł	nat	ha	ıрр	en	าร	wh	en	 ?								
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																												٦
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																												
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.																												
End of Unit																												
								Ge	ne	ric	:S	kil	Is															ı
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



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																																
Use a range of operators to search information on the Internet																																
End of Unit																																
								G	en	eri	c S	Ski	Is																			
Name/Save work																																
Retrieve work																												\exists	寸			
Print work																													丁			
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