**Key Skills and Multimedia Production – Progression of Skills - Autumn 2**

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| **Age Related Expectations – Information Technology** |
| **EYFS****Expectations** | **Year 1****Expectations** | **Year 2****Expectations** | **Year 3****Expectations** | **Year 4****Expectations** | **Year 5****Expectations** | **Year 6****Expectations** | **Beyond Year 6****Expectations** |
| I can complete a simple activity/game on a digital device. | I can recognise that digital content is represented in many forms *(image, text, audio, video).* | I can use a range of input and output devices *(keyboard, mouse, touchscreen, microphone, screen, printout, video, audio etc).* | I can carry out searches to find digital content on a range of online systems *(e.g. an internet search engine).*  | I understand the purpose of a search engine and the main features within it.  | I can search precisely when using a search engine *(e.g I know I can add additional words or remove words to help find better results).* | I can use filters when searching for digital content and can use more complex searches for information *(e.g. 'AND', 'OR’, ‘NOT').* | I can write formulae to solve maths problems *(e.g., unit converters).* |
| I can use software to create digital content (*art, music etc).* | I can use a variety of software to manipulate and present digital content. | I can organise and find data using specific searches. | I can collect, organise and presents data and information in digital content. | I can look at information on a webpage and make predictions about the accuracy of information contained within it.  | I can explain in detail how accurate, safe and reliable the content is on a webpage.  | I can explain in detail how accurate and reliable a webpage and its content is.  | I can analyse and evaluate data and information and recognise that poor quality data leads to unreliable results, and inaccurate conclusions. |
| I can shoot and review digital photos. | I can talk about my work and make changes to improve it. | I can use several programs to organise information (*e.g., using PowerPoint or Word).*  | I can talk about my work and make improvements based on feedback received. | I can create and improve my multimedia presentation with growing independence.  | I recognise the audience when designing and creating digital content. | I can compare a range of digital content sources and rate them in terms of content quality and accuracy.  |  |
| I can type letters using a keyboard *(physical or touchscreen)* to write short words or sentences. | I can name, save and find my work.  | I can edit digital data *(e.g. print screening and using different tools – i.e.. Line Tool).* | I can present and analyse data and information using different software. | I can review solutions that others have created, using a checklist of criteria.  | I can comment on how successful a digital solution is that I have created *(e.g., Microsoft PowerPoint or Excel).* | I can consider the intended audience carefully when I design and make digital content.  |  |
|  | I can add sound, pictures and text to my creations *(e.g. Our Story 2, Microsoft Paint).* | I can show an awareness for the quality of digital content produced. | I can create digital content to achieve a given goal through considering the most appropriate software to use and through combining different applications where appropriate. | I can create content and solutions and can share digital content with a wider audience using a variety of applications (Microsoft PowerPoint initially). | I can work collaboratively with others creating solutions to problems using appropriate software. | I can design and create my own multimedia presentation and share with peers.  |  |

\* Children should also **understand and apply the vocabulary related to this strand of the curriculum** for their year group.