



Hillstone Primary School Progression Map



Subject: COMPUTING

At Hillstone Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of computing is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Autumn	Nursery	EYFS	Key Stage 1		Key Stage 2			
		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge			Programming A – moving a robot I can explain what a given command will do. I understand that a sequence is a series of commands.	Programming A – robot algorithms I can describe a series of instructions as a sequence I can explain what happens when we change the order of instructions I can explain that programming projects can have code and artwork	Programming A – sequencing sounds I recognise that commands in Scratch are represented as blocks I understand that commands have an outcome and that each sprite is controlled by the commands I choose I can explain that the objects in my project will respond exactly to the code	Programming A – repetition in shapes I understand that accuracy in programming is important I can explain what 'repeat' means Creating media – audio production I understand that sound can be recorded I can explain that the person who records the sound can say	Programming A – selection in physical computing I can recall how conditions are used in selection I can identify conditions in a program I can identify the condition and outcomes in an 'if...then...else...' statement I can explain that program flow can	Programming A – variables in games I can define a 'variable' as something that is changeable I can explain why a variable is used in a program I can explain that a variable has a name and a value I can identify a program variable as a placeholder in memory for a single value

			<p>I can recognise keys on a keyboard</p> <p>I can explain what the keys I have learnt about already do</p> <p>I can say what tool I used to change the text</p> <p>I can explain the difference between typing and writing</p> <p>I can say why I prefer typing or writing.</p>	<p>algorithm should achieve</p> <p>Creating media – digital photography</p> <p>I can explain what I did to capture a digital photograph</p> <p>I can recognise what devices can be used to take photographs</p> <p>I can talk about how to take a photograph</p> <p>I can explain the process of taking a good photograph</p> <p>I can explain why a photo looks better in portrait or landscape format</p> <p>I can discuss how to take a good photograph</p> <p>I can identify what is wrong with a photograph</p> <p>I recognise that images can be changed</p>	<p>I can explain what a sequence is</p> <p>I can identify and name the objects I will need for a project</p> <p>Creating media – desktop publishing</p> <p>I can recognise how text and images convey information</p> <p>I can identify the advantages and disadvantages of using text and images</p> <p>I can recognise that text and images can communicate messages clearly</p> <p>I can define the term 'page orientation'</p> <p>I can say why desktop publishing might be helpful and identify its uses in the real world</p>	<p>who is allowed to use it</p> <p>I can identify the input and output devices used to record and play sound</p> <p>I can discuss what sounds can be added to a podcast</p> <p>I can explain how sounds can be combined to make a podcast more engaging</p> <p>I can explain the difference between saving a project and exporting an audio file</p>	<p>branch according to a condition</p> <p>Creating media – intro to vector graphics</p> <p>I can identify that drawing tools can be used to produce different outcomes</p> <p>I can discuss how vector drawings are different from paper-based drawings</p> <p>I can recognise that vector drawings are made using shapes</p> <p>I can explain that each element added to a vector drawing is an object</p> <p>I can identify the shapes used to make a vector drawing</p> <p>I can explain how alignment grids and resize handles can be used to improve consistency</p> <p>I can identify that each added object creates a</p>	<p>I can recognise that the value of a variable can be changed</p> <p>Creating media – 3D modelling</p> <p>I can recognise that you can work in three dimensions on a computer</p> <p>I understand that digital 3D objects can be modified</p> <p>O recognise that objects can be combined in a 3D model</p>
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				I can identify which photos are real and which have been changed			new layer in the drawing I can recognise when I need to group and ungroup objects	
Skills			Programming A – moving a robot I can predict the outcome of a command on a device. I can run a command on a device I can combine four direction commands to make sequences I can plan a simple program I can debug my program	Programming A – robot algorithms I can use an algorithm to program a sequence on a floor robot I can use the same instructions to create different algorithms I can use logical reasoning to predict the outcome of a program I can design an algorithm	Programming A – sequencing sounds I can explain that objects in Scratch have attributes I can identify the objects in a Scratch project (sprites, backdrops) I can create a program following a design I can create a sequence of connected commands	Programming A – repetition in shapes I can create a code snippet for a given purpose I can explain the effect of changing a value of a command I can program a computer by typing commands I can test my algorithm in a text-based language	Programming A – selection in physical computing I can modify a condition in a program I can use selection in an infinite loop to check a condition I can create a program that uses selection to produce different outcomes I can test my program and identify ways in which it could be improved	Programming A – variables in games I can choose how to improve a game by using variables I can decide where in a program to change a variable I can make use of an event in a program to set a variable I can design a project that builds on a given example I can choose the artwork for my project

			<p>Creating media – digital writing</p> <p>I can enter text into a computer</p> <p>I can use letter, number, space and backspace keys.</p> <p>I can identify the toolbar and use bold, italic and underline.</p> <p>I can type capital letters.</p> <p>I can change the font.</p> <p>I can select all text by clicking and dragging.</p> <p>I can select a word by double clicking.</p> <p>I can use 'undo' to remove changes.</p>	<p>I can use my algorithm to create a program</p> <p>I can test and debug each part of the program</p> <p>Creating media – digital photography</p> <p>I can use a digital device to take a photograph</p> <p>I can take photos in both landscape and portrait format</p> <p>I can improve a photography by retaking it</p> <p>I can experiment with different light sources</p> <p>I can explore the effects that light has on a photo</p>	<p>I can start a program in different ways</p> <p>I can build a sequence of commands</p> <p>I can implement my algorithm as code</p> <p>I can make design choices for my artwork</p> <p>Creating media – desktop publishing</p> <p>I can change font style, size and colours for a given purpose</p> <p>I can edit text</p> <p>I can add content to a desktop publishing publication</p> <p>I can make changes to content after I've added it</p>	<p>I can write an algorithm to produce a given outcome</p> <p>I can use a count-controlled loop to produce a given outcome</p> <p>I can modify a count-controlled loop to produce a given outcome</p> <p>I can identify the effect of changing the number of times a task is repeated</p> <p>I can predict the outcome of a program containing a count-controlled loop</p> <p>I can design a program that includes count-controlled loops</p> <p>I can make use of my design to write a program</p>	<p>Creating media – intro to vector graphics</p> <p>I can experiment with the shape and line tools</p> <p>I can move, resize and rotate objects I have duplicated</p> <p>I can modify objects to create a new image</p> <p>I can use the zoom tool to help me add detail to my drawings</p> <p>I can change the order of layers in a vector drawing</p> <p>I can use layering to create an image</p> <p>I can copy part of a drawing by duplicating several objects</p> <p>I can compare vector drawings to freehand paint drawings</p> <p>I can create a vector drawing for a specific purpose</p>	<p>and explain my design choices</p> <p>I can create algorithms for my project</p> <p>I can use my design to create a project</p> <p>I can test the code I have written</p> <p>I can evaluate my project</p> <p>Creating media – 3D modelling</p> <p>I can add 3D shapes to a project</p> <p>I can move 3D shapes relative to one another</p> <p>I can view 3D shapes from different perspectives</p> <p>I can modify a digital 3D object by lifting/lowering, recolouring and resizing</p> <p>I can duplicate and group 3D objects</p>
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					<p>I can develop my program by debugging it</p> <p>Creating media – audio production</p> <p>I can use a computer to record audio</p> <p>I can inspect the soundwave view to know where to trim my recording</p> <p>I can plan appropriate content for a podcast</p> <p>I can save my project so the different parts remain editable</p> <p>I can record content following my plan</p> <p>I can review the quality of my recordings and improve them where necessary</p> <p>I can arrange multiple sounds to create the effect I want</p>	<p>I can reflect on the skills I have used and why I have used them</p>	<p>I can rotate objects in three dimensions</p> <p>I can plan and create my own digital 3D model</p> <p>I can modify my 3D model to improve it</p>
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						<div>I can open my project to continue working on it</div> <div>I can identify strengths and suggest improvements to an audio recording</div>		
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		<p>Computing systems and networks - Technology around us</p> <p>I can explain technology as something that helps us and give examples of how technology helps us</p> <p>I can locate examples of technology in the classroom</p> <p>I can name the main parts of a computer</p> <p>I can say what a keyboard is for</p> <p>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</p> <p>Data and information - Grouping data</p> <p>I can describe objects using labels</p> <p>I can identify the label for a group of objects</p> <p>I can count and group objects and count a group of objects</p> <p>I can describe an object and a property of an object</p>	<p>Computing systems and networks – IT around us</p> <p>I can identify that a computer is a part of IT</p> <p>I can describe some uses of computers</p> <p>I can identify examples of computers</p> <p>I can identify examples of IT and understand that some IT can be used in more than one way</p> <p>I can talk about uses of information technology</p> <p>I can demonstrate how IT devices work together</p> <p>I can recognise common types of technology</p> <p>I can say why we use IT</p> <p>I can talk about different rules for using IT and can discuss how these rules can help keep me safe</p> <p>Data and info – pictograms</p> <p>I can explain what a pictogram shows</p> <p>I give simple examples of why information should not be shared</p>	<p>Computing systems and networks - Connecting computers</p> <p>I can explain that digital devices accept inputs and produce outputs</p> <p>I can describe a simple process</p> <p>I can explain how I use digital devices for different activities</p> <p>I can recognise similarities and differences between using digital devices and non-digital devices</p> <p>I can discuss why we need a network switch</p> <p>I can explain how messages are passed through multiple connections</p> <p>I can demonstrate how information can be passed between devices</p> <p>I can explain the role of a switch, server and wireless access point in a network</p>	<p>Computing systems and networks – the internet</p> <p>I can demonstrate how information is shared across the internet</p> <p>I can describe the internet as a network of networks</p> <p>I can discuss why a network needs protecting</p> <p>I can explain that the internet is used to provide many services</p> <p>I can recognise that the World Wide Web contains websites and web pages</p> <p>I can describe how to access websites on the WWW</p> <p>I can describe where websites are stored</p>	<p>Computing systems and networks - Systems and searching</p> <p>I can explain that computers can be connected together to form systems</p> <p>I can describe that a computer system features inputs, processes and outputs</p> <p>I can explain that computer systems communicate with other devices</p> <p>I can identify tasks that are managed by computer systems and identify the human elements of a computer system</p> <p>I can explain why we need tools to find things online</p>	<p>Computing systems and networks – communication and collaboration</p> <p>I can explain that internet devices have addresses</p> <p>I can describe how computers use addresses to access websites</p> <p>I can explain that all data transferred over the internet is in packets</p> <p>I can explain that data is transferred over networks in packets</p>

		I can choose how to group objects		<p>I can recognise that a computer network is made up of a number of devices</p> <p>I can identify the benefits of computer networks</p> <p>Data and info - Branching databases</p> <p>I can explain that questions need to be ordered carefully to split objects into similarly sized groups</p> <p>I can suggest real-world uses for branching databases</p>	<p>when uploaded to the WWW</p> <p>I can explain that internet services can be used to create content online</p> <p>I can explain what media can be found on websites</p> <p>I can recognise that I can add content to the WWW</p> <p>I can explain that there are rules to protect content and can suggest who owns the content on websites</p> <p>I understand that not everything on the World Wide Web is true</p> <p>I can explain why I need to think carefully before I share or reshare content</p> <p>I can explain why some information I find online may not be honest, accurate or legal</p>	<p>I can recognise the role of web crawlers in creating an index</p> <p>I can relate a search term to the search engine's index</p> <p>I can explain that a search engine follows rules to rank results</p> <p>I can give examples of criteria used by search engines to rank results</p> <p>I can describe some of the ways that search results can be influenced</p> <p>I can explain how search engines make money</p> <p>I can recognise some of the limitations of search engines</p> <p>Data and info - Flat-file databases</p> <p>I can explain how information can be recorded in a form</p>	<p>I can identify and explain the main parts of a data packet</p> <p>I can explain that the internet allows different media to be shared</p> <p>I can recognise how to access shared files stored online</p> <p>I can explain how the internet enables effective collaboration</p> <p>I can identify different ways of working together online</p> <p>I can compare different methods of communicating on the internet</p> <p>I can decide when I should and should not share</p>
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					<p>Data and information – cryptology</p> <p>I understand that messages can be sent and received secretly</p> <p>I understand signalling is a form of communication</p> <p>I understand that messages can be sent electronically over distances</p> <p>I understand that data can be transmitted as binary</p>	<p>I can explain what a field and a record is in a database</p> <p>I can explain that data can be grouped using chosen values</p> <p>I can outline how ‘AND’ and ‘OR’ can be used to refine data selection</p> <p>I can explain the benefits of using a computer to create charts</p>	<p>information online</p> <p>I can explain that communication on the internet may not be private</p> <p>Data and information – Intro to spreadsheets</p> <p>I can explain what an item of data is</p> <p>I can explain what data types can be used in calculations</p> <p>I can identify that changing inputs changes outputs</p> <p>I can explain why data should be organised</p>
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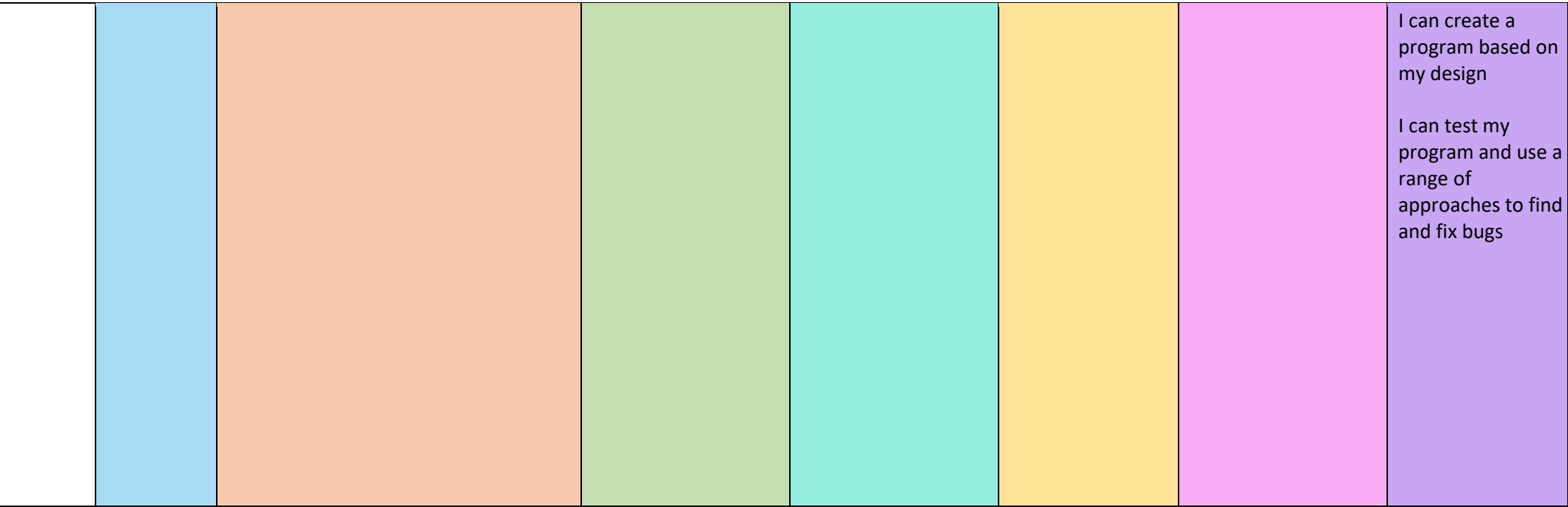
Skills		Computing systems and networks - Technology around us	Data and info – pictograms	Data and info - Branching databases	Data and information – cryptology	Computing systems and networks - Systems and searching	Computing systems and networks – communication and collaboration
		<p>I can switch on and log into a computer</p> <p>I can use a mouse to click and drag</p> <p>I can use a mouse to open a program</p> <p>I can save my work to a file</p> <p>I can type my name on a computer</p> <p>I can delete letters</p> <p>I can open my work from a file</p> <p>I can use the arrow keys to move the cursor</p> <p>Data and information - Grouping data</p> <p>I can record how many objects are in a group</p> <p>I can decide how to group objects to answer a question</p>	<p>I can enter data onto a computer</p> <p>I can use a computer to view data in a different format</p> <p>I can use a tally chart to create a pictogram</p> <p>I can answer ‘more than/less than’ and ‘most/least’ questions about an attribute</p> <p>I can create a pictogram to arrange objects by an attribute</p> <p>I can tally objects using a common attribute</p> <p>I can collect the data I need</p> <p>I can share what I have found out using a computer</p> <p>I can use a computer program to present information in different ways</p>	<p>I can investigate questions with yes/no answers</p> <p>I can make up a yes/no question about a collection of objects</p> <p>I can arrange objects into a tree structure</p> <p>I can create a branching database by grouping objects using my own yes/no questions and selecting objects to arrange in a branching database</p> <p>I can test my branching database to see if it works</p> <p>I can compare two branching database structure</p>	<p>I can encrypt/decrypt simple messages</p> <p>I can communicate simple messages through signals</p> <p>I can encode and decode Morse code</p> <p>I can encode/decode messages using a simple shift cipher</p> <p>I can use frequency analysis to decipher encrypted text</p>	<p>I can make use of a web search to find specific information</p> <p>I can compare results from different search engines</p> <p>I can refine my web pages</p> <p>Data and info - Flat-file databases</p> <p>I can create a database using cards and order, sort and group my data cards</p> <p>I can choose which field to sort data by to answer a given question</p> <p>I can navigate a flat-file database to compare different views of information</p> <p>I can group information using a database</p>	<p>Data and information – Intro to spreadsheets</p> <p>I can collect data and enter it into a spreadsheet</p> <p>I can choose and apply an appropriate format to a cell</p> <p>I can construct a formula in a spreadsheet</p> <p>I can apply a formula to multiple cells by duplicating it</p> <p>I can calculate data using different operations</p> <p>I can create a formula which includes a range of cells</p> <p>I can apply a formula to calculate the data I</p>

						<p>I can choose multiple criteria to answer a given question</p> <p>I can choose which field and value are required to answer a given question</p> <p>I can refine a chart by selecting a particular filter</p> <p>I can select an appropriate chart to visually compare data</p> <p>I can ask questions that will need more than one field to answer</p>	<p>need to answer questions</p> <p>I can use a spreadsheet to answer questions</p> <p>I can produce a chart</p> <p>I can use a chart to show the answer to questions</p>
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Knowledge		<p>Creating media – digital painting</p> <p>I can describe what different freehand tools do</p> <p>I can explain why I chose the tools I used</p> <p>I can say which tools were helpful and why</p> <p>I know that different paint tools do different jobs</p> <p>I can say whether I prefer painting using a computer or using paper</p> <p>I can spot the differences between painting on a computer and on paper</p> <p>Programming B – programming animations</p> <p>I can use the term ‘program’ to describe a set of step-by-step instructions.</p> <p>I understand that an ‘algorithm’ is a sequence of instructions that are followed to complete a task.</p> <p>I understand that each sprite has its own instructions.</p>	<p>Creating media – digital music</p> <p>I can explain that music is created and played by humans</p> <p>I can explain that music can be played in different ways</p> <p>I can identify that music is a sequence of notes</p> <p>Programming B – programming quizzes</p> <p>I can explain that a sequence of commands has a start and an outcome</p>	<p>Creating media – stop-frame animation</p> <p>I can explain that animation is a sequence of drawings or photographs</p> <p>I can explain why little changes are needed for each frame</p> <p>I can describe an animation that is achievable on screen</p> <p>Programming B – events and actions in programs</p> <p>I can explain how a sprite moves in an existing project</p> <p>I can explain the relationship between an event and an action</p> <p>I can identify a way to improve a program</p> <p>I can consider the real world when making design choices</p>	<p>Creating media – photo editing</p> <p>I can explain why I might crop an image</p> <p>I can explain that different colour effects make you think and feel different things</p> <p>I can explain why I chose certain colour effects</p> <p>I can identify how a photo edit can be improved</p> <p>I can explain why photos might be edited</p> <p>Programming B – repetition in games</p> <p>I can explain that in programming there are infinite loops and count controlled loops</p> <p>I can recognise that some programming languages enable more than one process to be run at once</p>	<p>Creating media – video production</p> <p>I can explain what makes a video effective</p> <p>I can compare features in different videos</p> <p>I can explain how to improve a video by reshooting and editing</p> <p>I can recognise that my choices when making a video will impact the quality of the final outcome</p> <p>Programming B – Selection in quizzes</p> <p>I can explain how selection is used in computer programs</p> <p>I understand that a conditional statement connects a condition to an outcome</p> <p>I can explain how selection directs the flow of a program</p> <p>I can explain that a condition can direct program flow in one of two ways</p>	<p>Creating media – web page creation</p> <p>I can explore websites and discuss the different types of media used on them</p> <p>I know that websites are written in HTML</p> <p>I can recognise the common features of a web page</p> <p>I can describe what is meant by the term ‘fair use’</p> <p>I can say why I should use copyright-free images</p> <p>I can describe why navigation paths are useful</p> <p>I can explain what a navigation path is</p> <p>I can explain the implication of linking to content owned by others</p> <p>Programming B – sensing movement</p> <p>I can apply my knowledge of programming to a new environment</p>
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							<p>I can identify examples of conditions in the real world</p> <p>I can explain that checking a variable doesn't change its value</p> <p>I can explain the importance of the order of conditions in else, if statements</p>
Skills		<p>Creating media – digital painting</p> <p>I can draw lines on a screen</p> <p>I can make marks on a screen</p> <p>I can use the paint tools to draw a picture</p> <p>I can make marks with the square and line tools</p> <p>I can use the shape and line tools effectively</p> <p>I can make careful choices when painting a digital picture; I can choose appropriate shapes and make appropriate colour choices</p> <p>I can change the colour and brush sizes</p> <p>I can make dots of colour on the page</p> <p>I can use dots of colour to create a picture in the style of an artist on my own</p> <p>Programming B – programming animations</p> <p>I can find which commands to move a sprite.</p> <p>I can run my program.</p> <p>I can use a Start block in a program.</p>	<p>Creating media – digital music</p> <p>I can experiment with sound using a computer</p> <p>I can use a computer to create a musical pattern</p> <p>I can add a sequence of notes to my rhythm</p> <p>I can create a rhythm which represents an animal I've chosen</p> <p>I can create my animal's rhythm on a computer</p> <p>I can review and refine my work</p> <p>Programming B – programming quizzes</p> <p>I can predict the outcome of a sequence of commands.</p> <p>I can change the outcome of a sequence of commands</p>	<p>Creating media – stop-frame animation</p> <p>I can create an effective flip book-style animation</p> <p>I can create an effective stop-frame animation</p> <p>I can predict what an animation will look like</p> <p>I can evaluate the quality of my animation</p> <p>Programming B – events and actions in programs</p> <p>I can program movement</p> <p>I can create a program to move a sprite in four directions</p> <p>I can choose a character for my project and ensure it is a suitable size</p>	<p>Creating media – photo editing</p> <p>I can improve an image by rotating it</p> <p>I can use photo editing software to crop an image</p> <p>I can experiment with different colour effects</p> <p>I can add to the composition of an image by cloning it</p> <p>I can remove parts of an image using cloning</p> <p>I can experiment with tools to select and copy part of an image</p> <p>I can use a range of tools to copy between images</p> <p>I can create a project that is a combination of other images</p> <p>I can combine text and my image to complete the project</p>	<p>Creating media – video production</p> <p>I can create and save video content</p> <p>I can store, retrieve and export my recording to a computer</p> <p>I can select the correct tools to make edits to my video</p> <p>I can make edits to my video and improve the final outcome</p> <p>I can evaluate my video and share my opinions</p> <p>Programming B – Selection in quizzes</p> <p>I can identify and modify conditions in a program</p> <p>I can create a program with different outcomes using selection</p> <p>I can identify the condition and outcomes</p>	<p>Creating media – web page creation</p> <p>I can draw a web page layout that suits my purpose</p> <p>I can find copyright-free images</p> <p>I can add content to my own web page</p> <p>I can evaluate what my web page looks like on different devices and suggest/make edits</p> <p>I can preview what my web page looks like</p> <p>I can make multiple web pages and link them using hyperlinks</p> <p>I can create hyperlinks to link to other people's work</p> <p>I can evaluate the user experience of a website</p>



Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can name a range	I can identify a	I can collect, organise	I can combine a variety o	I can combine a variety o	I can undertake creative

	<p>of digital devices [i.e. washing machines, car, laptops]</p> <p>I can use technology purposefully to create digital content [drawing pictures, moving images]</p> <p>I can use technology purposefully to retrieve digital content. [ie. Internet]</p> <p>I can begin to use a range of input devices [keyboard, mouse or touch input on an iPad]</p>	<p>variety of inputs [keyboard and mouse] and outputs [speakers, screen, printer] and explain what they are used for.</p> <p>I can decide which piece of technology or program might be chosen to present information [text, video, audio, data – charts and pictograms]</p> <p>I can use technology purposeful to edit and manipulate [paint, take pictures] and then store [files, folders] digital content. I can use technology purposeful to organise and retrieve digital content. [ie. Internet]</p> <p>I can begin to type using all of my fingers.</p> <p>I can begin to use a range of input devices [mouse or touch input on an iPad]</p>	<p>and present information using a variety of media [audio, video, text].</p> <p>I can design, edit and create purposeful digital content to accomplish given goals.</p> <p>I can store and organise digital content by using files and folders. I can use search technologies effectively.</p> <p>I can search, analyse and present data to convey information [charts, databases, spreadsheets].</p> <p>I can evaluate existing and their own digital content.</p> <p>I can type using all of my fingers.</p> <p>I can use right and left click on a mouse or use different form of selection on an iPad [ie long press]</p>	<p>software to design, edit and create purposeful digital content to accomplish given goals.</p> <p>I can use technology to collect, analyse and evaluate information. I can store and organise digital content by using files and folders. I can use search technologies effectively. I can evaluate existing and my own digital content.</p> <p>I can use the keyboard confidently</p> <p>I can use right and left click on a mouse or use different form of selection on an iPad [ie long press]</p>	<p>software to design, edit and create purposeful digital content to accomplish given goals.</p> <p>I can select and choose the appropriate digital device [cameras, iPads, laptops]</p> <p>I can use technology to collect, analyse and evaluate information. I can store and organise digital content by using files and folders. [copy, move and delete files]</p> <p>I can recognise common file types and extensions. I can use the keyboard confidently to type at a suitable pace. I can use advanced searching techniques when using a search engine.</p>	<p>projects with challenging goals [ie. 3D modelling]</p> <p>I can combine a variety of software to design, edit and create purposeful digital content to accomplish given goals.</p> <p>I can select and choose the appropriate digital device [cameras, iPads, laptops]</p> <p>I can use technology to collect, analyse, filter and evaluate information.</p> <p>I can store and organise digital content by using files and folders. [copy, move and delete files]</p> <p>I can recognise common file types and extensions. I can use the keyboard confidently to type at a suitable pace. I can use advanced searching techniques when using a search engine.</p> <p>I can evaluate my own digital content and make improvements accordingly</p>
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