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Learning Profile B1

Bronze

Silver

Gold

Communicating and collaborating online

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> I can see a message on a screen | <ul style="list-style-type: none"> I am beginning to understand that messages can be sent and received. | <ul style="list-style-type: none"> I can understand that messages can be sent electronically |
|---|--|---|

Creating and Publishing

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|--|---|--|
| <ul style="list-style-type: none"> I can recognise that text can be reproduced on technology. | <ul style="list-style-type: none"> I can create some text based content with support | <ul style="list-style-type: none"> I can create my own text based content, including adding basic effects to sections of text |
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Modelling and Simulations

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|---|--|---|
| <ul style="list-style-type: none"> I understand that computers can represent fantasy situations I can understand that computer can allow the user to make choices | <ul style="list-style-type: none"> I understand that computers can represent real situations I can understand that computer representation allows the user to make choices that produce outcomes | <ul style="list-style-type: none"> I understand that computers can represent real and fantasy situations at the same time (e.g. weather pattern predictors) I can understand that computer representation allows the user to make choices and that different decisions produce different outcomes |
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Programming and Control

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|---|---|--|
| <ul style="list-style-type: none"> I can observe a piece of technology being used by an adult I can begin to give commands verbally | <ul style="list-style-type: none"> I can see that devices respond to commands I can adapt verbal commands to solve problems | <ul style="list-style-type: none"> I can transfer my verbal commands into a simple sequence of commands for a programmable robot or toy |
|---|---|--|

Using Data

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|---|---|--|
| <ul style="list-style-type: none"> I recognise technology can be used to create pictograms | <ul style="list-style-type: none"> I can begin to use technology to create pictographs | <ul style="list-style-type: none"> I recognise there is a link between data collected and the information presented on screen |
|---|---|--|

Using the Internet

- | | | |
|---|--|---|
| <ul style="list-style-type: none">▪ I can explore a piece of electronic information as part of a given topic, with support▪ I know buttons/icons can represent different functions e.g. record, pause, play▪ I understand that information comes from different sources – TV▪ I know that the internet can be useful | <ul style="list-style-type: none">▪ I can explore a piece of electronic information as part of a given topic▪ I understand that information comes from different sources – books▪ I know there are some things on the internet that are not useful | <ul style="list-style-type: none">▪ I understand that computing can give access quickly to a wide variety of resources▪ I can compare electronic information as part of a given topic, with support▪ I understand that information comes from different sources - web sites▪ I can find the internet's representative logo to access the internet▪ I know that the internet has some negative aspects |
|---|--|---|

Using technology

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|--|--|--|
| <ul style="list-style-type: none">▪ I can recognise the purpose of 1 piece of technology▪ I can use 1 piece of technology▪ I can recognise a keyboard▪ I can recognise a monitor▪ I can recognise a mouse▪ I can choose to take a simple photograph | <ul style="list-style-type: none">▪ I can recognise the purpose of 3 pieces of technology▪ I can use 3 pieces of technology▪ I can choose to take a short video▪ I can use a keyboard and recognise that it inputs characters | <ul style="list-style-type: none">▪ I can recognise the purpose of 5 pieces of technology▪ I can use 5 pieces of technology▪ I can develop skills in using different tools to control technology (roller on mouse, pinch zoom) |
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Digital Media

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|---|--|--|
| <ul style="list-style-type: none">▪ I can record sound using ICT▪ I can choose a photo with support for a specific purpose▪ I know that some digital media records video▪ I know that I can use different media to record sounds | <ul style="list-style-type: none">▪ I can store sound using ICT▪ I can explore sound and music using technology▪ I can take a photo with support▪ I can record a video with support | <ul style="list-style-type: none">▪ I can play back sound using ICT▪ I can create sound using computer programs▪ I can take photographs▪ I can record a video |
|---|--|--|

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Learning Profile B2

Bronze

Silver

Gold

Communicating and collaborating online

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|---|---|--|
| <ul style="list-style-type: none"> I know that messages can be sent electronically over distances I have an awareness of email, SMS or instant messaging. | <ul style="list-style-type: none"> I can name one way that messages can be sent electronically over distances I know that email can be used to send messages electronically | <ul style="list-style-type: none"> I can name more than one way that messages can be sent electronically over distances I know that you can send and reply to emails |
|---|---|--|

Creating and Publishing

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|---|---|--|
| <ul style="list-style-type: none"> I can produce text and can combine with graphics with support. I can produce text and can combine with drawings with support I can use technology to word process work (to a basic standard) with support | <ul style="list-style-type: none"> I can use 1 tool to edit my work I can use 3 common features of word processing tools I am beginning to develop my typing skills and speed. | <ul style="list-style-type: none"> I know how to create a basic presentation I can create work for a given purpose I can use 3 tools to edit my work I can use 10 common features of word processing tools |
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Modelling and Simulations

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|---|---|--|
| <ul style="list-style-type: none"> I can recognise a simulation from a selection of programmes I can access a basic simulation with support | <ul style="list-style-type: none"> I can use a simulation that represents real-life I can use a basic simulation with support | <ul style="list-style-type: none"> I can explain the benefits of simulations I can use a basic simulation with reduced support |
|---|---|--|

Programming and Control

- I am developing my understanding of how technology processes instructions and commands
- I can put a sequence of 3 instructions into a device, symbolically or using text
- I can edit or refine a sequence of instructions for 1 programmable device

- I understand how a computer processes instructions and commands
- I can program a sequence of 5 instructions, symbolically or using text
- I can create a sequence of instructions for 2 different programmable devices
- I can edit and refine a sequence of instructions for 2 different programmable devices

- I understand and can explain how a computer processes instructions and commands
- I can program a sequence of instructions to gain a required outcome, symbolically or using text

Using Data

- I can see technology being used to create a graph
- I can ask questions verbally to gather information

- I can use technology to collect data, ready for making into a graph with support
- I can ask questions electronically to gather information

- I can use technology to create a graph with support

Using the Internet

- I can talk about different forms of information (text, images, sound, multimodal)
- I can begin to develop key questions and navigate my use of the internet towards finding an answer with heavy support
- I know I should talk to my adults if I feel unsure about the internet

- I can talk about the different forms of information on the internet (text, images, sound, multimodal) and understand some are more useful than others
- I can recognise the layout of a web page, recognise web addresses, menu buttons and links
- I know I should talk to my adults if something on the internet worries me

- I can understand and talk about how the information can be used to answer specific questions
- I understand that the internet contains a large amount of information and recognise the need to use search tools and search engines to begin to find information
- I know I can talk to trusted adults if something on the internet worries or upsets me

Using technology

- I can continue to develop typing speed to enable independent and efficient access to a computer.
- I can continue to develop accuracy to enable independent and efficient access to a computer.

- I understand the purpose of a range of different technology.

- I can begin to independently use a range of different technology.

Digital Media

- I can explore sound and music in ICT using keyboards
- I can use the computer to create basic images with support

- I can record sound using ICT that can be stored and played back
- I can choose to take photographs for a range of different purposes.

- I can independently record video and sound using a range of tools.
- I can explore sound and music in ICT using onscreen music software

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Learning Profile B3

Bronze

Silver

Gold

Communicating and collaborating online

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| <ul style="list-style-type: none">I am beginning to understand that online messaging, email or software can help with collaborative working. | <ul style="list-style-type: none">I can understand that Cloud based tools allow multiple people to view or edit documents. | <ul style="list-style-type: none">I have seen Cloud based tools being used to allow multiple people to view or edit documents.I have used cloud based collaboration tools with support. |
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Creating and Publishing

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|--|---|--|
| <ul style="list-style-type: none">I can create a presentation combining images and textI can create a presentation combining images and animationsI can create work for a given purposeI can use desktop publishing tools | <ul style="list-style-type: none">I can create a presentation combining images and animationsI am able to produce work on a computer, using more advanced features of programs and tools.I can use desktop publishing tools effectively | <ul style="list-style-type: none">I can create a presentation combining images and animations and soundI understand the differences between a word processor and desktop publisher.I can work collaboratively to create documents, including presentations with support. |
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Modelling and Simulations

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|---|---|---|
| <ul style="list-style-type: none">I have experience of using 2 different simulations.I can make basic comparisons between simulations. | <ul style="list-style-type: none">I can use an increasing range of simulations to represent fantasy life situations | <ul style="list-style-type: none">I can use an increasing range of simulations to represent real life situationsI can use simulations to make and test predictions |
|---|---|---|

Programming and Control

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|--|---|---|
| <ul style="list-style-type: none">I understand that on screen turtles are controlled by sequences of instructions or actions | <ul style="list-style-type: none">I understand that on screen turtles and drawn shapes are controlled by sequences of instructions or actions | <ul style="list-style-type: none">I can create sequences of repeated instructions for a variety of programmable devices |
|--|---|---|

Using Data

<ul style="list-style-type: none"> I am able to add data and change to a pre-made database 	<ul style="list-style-type: none"> I understand the basic structure of a database I can use the data in a pre-made database to generate graphs and charts 	<ul style="list-style-type: none"> I can begin to create my own branching databases, identifying objects and questions to classify data
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Using the Internet

<ul style="list-style-type: none"> I understand a website has a unique address I can follow a simple search to find specific information from a web site independently I know that anything upsetting or unlawful can be reported to the police and my trusted adults I understand that somethings on the internet are not age appropriate. 	<ul style="list-style-type: none"> I can find and use appropriate information I can navigate a web page to locate specific information I understand that I cannot share my own or others personal details online I understand that something software or some people online seek to find out my personal information and that I should do everything possible to not do so 	<ul style="list-style-type: none"> I can identify how different web pages are organised e.g. graphics, hyperlinks, text I can use social media for positive outcomes and understand that others may not do so. I understand what cyberbullying is.
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Using technology

<ul style="list-style-type: none"> I can continue to develop typing speed and accuracy to develop competency in typing I can make choices about which piece(s) of technology to use 	<ul style="list-style-type: none"> I can understand the purpose of a range of different technology I can make choices about which software/tools to use on the technology 	<ul style="list-style-type: none"> I can use independently a range of different technology I can make choices about when to use technology I can explain my choice to others
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Digital Media

<ul style="list-style-type: none"> I can record sound using ICT that can be stored and played back independently, using a range of tools I understand I can compose music using icons to represent musical phrases 	<ul style="list-style-type: none"> I can independently record video using a range of devices and for a range of purposes I can independently take photographs taking into account the audience for the image. I can independently take photographs taking into account the purpose for the image. 	<ul style="list-style-type: none"> I understand ICT allows easy creation, manipulation and change I can create digital artefacts using photographs which they have taken or found I can edit photographs using a range of basic tools
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Learning Profile B4

Bronze

Silver

Gold

Communicating and collaborating online

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|---|--|---|
| <ul style="list-style-type: none"> I understand a small range of web tools that can help me work together and collaborate; forums, shared documents etc. | <ul style="list-style-type: none"> I can use the web tools to work collaboratively on a project (e.g. sharing comparative data, creating a story) I can share and exchange ideas using e-mail and electronic communication- inside the school environment. | <ul style="list-style-type: none"> I can save documents and files in a cloud based application and direct others to such files. I understand e-mails need a suitable subject and can use 'cc' and 'bcc' fields appropriately. |
|---|--|---|

Creating and Publishing

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|---|---|---|
| <ul style="list-style-type: none"> I can create a piece of work for a specific purpose and to achieve an aim or need (lost and found poster, advert) I can accept the need for evaluation and improvement | <ul style="list-style-type: none"> I can edit and republish a document after feedback and improvement suggestions. I understand that evaluation and improvement is a vital part of a design process | <ul style="list-style-type: none"> I can present a self-made document and discuss the process taken to create that document. I understand that evaluation and improvement is a vital part of a design process and ICT allows changes to be made quickly and efficiently |
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Modelling and Simulations

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|---|---|---|
| <ul style="list-style-type: none"> I can understand that computing systems allow for situations to be modelled | <ul style="list-style-type: none"> I can understand that computing systems allow for situations to be modelled which it would be impractical to try out in real life (Flight simulators) | <ul style="list-style-type: none"> I can understand that computing systems allow you to investigate the effect of changing variables in these simulations I can use software to model 3D objects made up of cuboids |
|---|---|---|

Programming and Control

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|---|--|--|
| <ul style="list-style-type: none"> I can use templates on a computer to create a game I can create more complex sequences of instructions for a variety of programmable devices | <ul style="list-style-type: none"> I can use templates on a computer to create a game, which can be controlled by external inputs | <ul style="list-style-type: none"> I can edit and refine more complex sequences of instructions for a variety of programmable devices I can use templates on a computer to create a game, which can be controlled by external inputs, changing parameters. |
|---|--|--|

Using Data

<ul style="list-style-type: none"> I can continue to use technology, including spreadsheets to create graphs and present data in different ways 	<ul style="list-style-type: none"> I can design and create a basic database, including using basic data validation 	<ul style="list-style-type: none"> I can use a database to answer questions by constructing queries.
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Using the Internet

<ul style="list-style-type: none"> I can draw information from a question to develop keywords to find relevant information e.g. What did Romans eat? I can skim read and sift information to check its relevance and modify their search strategies if necessary I can modify their search strategies if necessary 	<ul style="list-style-type: none"> I know that there are different search engines (some within specific sites e.g. BBC, and some the whole of the Internet e.g. Google) and that some search engines have different functions I can evaluate different search engines and explain their choices for using these for different purposes I can begin to recognise that anyone can author on the Internet and sometimes authors on the Internet can produce content which is offensive, rude and upsetting 	<ul style="list-style-type: none"> I understand the dynamics of a search engine I understand that the information I use needs to be appropriate for the audience I am writing for e.g. copying and pasting difficult language I can follow school rules if anything is found that is inappropriate
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Using technology

<ul style="list-style-type: none"> I can continue to develop typing speed and accuracy to develop competency in typing (20WPM) I can make choices about which piece(s) of technology to use 	<ul style="list-style-type: none"> I can understand the purpose of a range of different technology I can make choices about which software/tools to use on the technology for a given purpose 	<ul style="list-style-type: none"> I can use independently a range of different technology I can make choices about when to use technology I can explain my choice to others describing the benefits and draw backs of each choice
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Digital Media

<ul style="list-style-type: none"> I can record sound using ICT that can be stored and played back and independently using a range of tools to record sound, choosing appropriate tools for the situation and purpose I can independently record video using a range of devices and for a range of purposes 	<ul style="list-style-type: none"> I can use technology to create images and apply effects to these images. I can use technology to edit video, applying basic effects and transitions. I can independently take photographs taking into account the audience for the image 	<ul style="list-style-type: none"> I can use a range of technology to sequence sound samples, giving consideration to the audience and purpose I can create basic stop motion animations using technology I can independently take photographs taking into account the purpose of the image
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Learning Profile B5

Bronze

Silver

Gold

Communicating and collaborating online

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|---|--|---|
| <ul style="list-style-type: none"> I can share, collaborate, edit and work productively when using cloud-based software. | <ul style="list-style-type: none"> I can share, collaborate, edit and work productively when using cloud-based software in conjunction with an internal (school based) project. | <ul style="list-style-type: none"> I can share, collaborate, edit and work productively when using cloud-based software in conjunction with an external (Outside of school based) project. |
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Creating and Publishing

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|--|--|---|
| <ul style="list-style-type: none"> I can plan a website, giving thought to its audience I can create non-traditional presentations using a range of tools, for a specific purpose I can use technology to help me present my work | <ul style="list-style-type: none"> I can create a basic website I can create websites for a specific purpose I can use technology to help me present my work, showing an increasing degree of skill and using advanced features of software and tools I can select tools to help me achieve a specific aim | <ul style="list-style-type: none"> I can create a basic website including embedded media and documents I can analyse and offer improvements in external sites I can select tools to help me achieve a specific aim and justify these choices to others |
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Modelling and Simulations

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|---|---|--|
| <ul style="list-style-type: none"> I can use a range of simulations to investigate a possible situation I can begin to create 3d models with more complex positioning and shape | <ul style="list-style-type: none"> I know that simulations are often guided by hidden rules and can adapt those to change an outcome I can plan and create a 3d model for a purpose | <ul style="list-style-type: none"> I can begin to plan a basic simulation for a purpose I can justify my decisions for the way my 3d model looks and performs. |
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Programming and Control

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|---|---|---|
| <ul style="list-style-type: none"> I can use the language of coding at a basic level I can use assisted programming software to create basic software which interacts with elements on screen | <ul style="list-style-type: none"> I can explore ways in which software can be planned I can use assisted programming software to create basic software which interacts with external controllers | <ul style="list-style-type: none"> I can use assisted programming software to create basic software, creating algorithms and using logic and calculations. |
|---|---|---|

Using Data

<ul style="list-style-type: none"> I can search for data in a date base 	<ul style="list-style-type: none"> I understand the use of a formula in a database 	<ul style="list-style-type: none"> I can create a basic formula in a data base with support
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Using the Internet

<ul style="list-style-type: none"> I can use a range of sources to check validity I can save and use pictures and be able to import into a document for presentation I recognise that the Internet may contain material that is irrelevant I can recognise that the Internet may contain material that is biased I understand that the schools network is filtered and managed which means websites I visit can be monitored 	<ul style="list-style-type: none"> I can use a range of sources to recognise different viewpoints I can save and use text and be able to import into a document for presentation I can recognise that the Internet may contain material that is implausible I understand the issues of copyright 	<ul style="list-style-type: none"> I can recognise the impact of incorrect data I can save and use sound and be able to import into a document for presentation I understand the issues of copyright and how they apply to their own work I know that social media often is used by advertisers and the information may be biased.
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Digital Media

<ul style="list-style-type: none"> I can use technology to electronically compose music or sounds including creating melodies and save these as audio files I can use technology to create images including using layers 	<ul style="list-style-type: none"> I can use technology to capture and edit video I can understand the difference between an image and a vector drawing I can use technology to apply a range of different effects to videos 	<ul style="list-style-type: none"> I can use technology to capture and edit video, incorporating numerous video clips I can independently take photographs and record video taking into account the audience and/or purpose for the image/video
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Learning Profile B6

Bronze

Silver

Gold

Communicating and collaborating online

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|---|---|---|
| <ul style="list-style-type: none"> I can choose the appropriate forms of communication to share information or ideas or to complete a project. | <ul style="list-style-type: none"> I can choose the appropriate forms of communication to share information or ideas or to complete a project and explain why the choice was made. | <ul style="list-style-type: none"> I can choose and <i>advise others</i> to the appropriate forms of communication to share information or ideas or to complete a project and explain why the choice was made. |
|---|---|---|

Creating and Publishing

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|---|---|--|
| <ul style="list-style-type: none"> I can create more advanced websites for a specific purpose. I can use tools to help plan a web based application for smart phones/tablets. | <ul style="list-style-type: none"> I can create more advanced websites for a specific purpose that include moving images, menu bars and page links. I can use tools to help design and create basic web based application for smart phones/tablets, giving consideration to the market/audience for their application I can understand the importance of evaluation and adaptation of individual features to enhance the overall product | <ul style="list-style-type: none"> I can use tools to help create web based application for smart phones/tablets, using tools and functions to improve functionality of the application. I can select tools, apps, technology and software which I can use to help me achieve a specific aim and justify these choices to others |
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Modelling and Simulations

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|---|---|---|
| <ul style="list-style-type: none"> I have seen that computing systems allows for complex situations to be modelled I can begin to create a basic simulation I can evaluate and refine a 3d model for a given purpose | <ul style="list-style-type: none"> I understand that computing systems allow for complex situations to be modelled I can change and adapt my basic simulations I can create a 3D object, working to a scale. | <ul style="list-style-type: none"> I understand why complex situations have to be modelled I can gain in peer evaluations from my basic simulations and make changes to improve it. I can produce my 3d model using a 3d printer |
|---|---|---|

Programming and Control

<ul style="list-style-type: none"> I can begin to write simple scripts in an international recognised coding language 	<ul style="list-style-type: none"> I can control an on screen icon using script based coding 	<ul style="list-style-type: none"> I can continue to develop my understanding of how computers process instructions and commands, including the use of coding languages I can control an on screen icon using script based programming, including writing complex written algorithms which involve sensors
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Using Data

<ul style="list-style-type: none"> I can edit formulas and notice the changes it makes I am able to design and construct simple models i.e. enter data in a spreadsheet 	<ul style="list-style-type: none"> I can create my own formulas for a given purpose I understand that ICT allows quick and easy changes to be made to different variables once a spreadsheet is set up 	<ul style="list-style-type: none"> I can create multilayers formulas which produce a given outcome. I can talk about how the spreadsheet helps them to manipulate a model easily
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Using the Internet

<ul style="list-style-type: none"> I can check plausibility of information from a variety of sources on the same topic I understand that concepts of false identities and these can be in the form of fake emails, accounts and profiles and websites. 	<ul style="list-style-type: none"> I can use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data I know that using the internet through a cellular data service can be less secure than a home/work ISP 	<ul style="list-style-type: none"> I can understand plagiarism and the importance of acknowledging sources I understand that unknown and unsecure downloads can affect my computer, network and my stored personal details
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Digital Media

<ul style="list-style-type: none"> I can use technology to electronically compose music or sounds including creating melodies and saving these as audio files I can begin to recognise the different layers of sound in a professional broadcast I can compare different image creation and editing tools 	<ul style="list-style-type: none"> I can use technology to record and manipulate music/sound I can use technology to create a stop motion animation and add audio and video effects to these animations I can compare different image creation and editing tools and select the most appropriate tool to use, justifying their choices. 	<ul style="list-style-type: none"> I can use technology to record and manipulate music/sound refining for a given audience or project I can use a computer to add complex effects to photographs and to preform common photograph edits (e.g. red eye removal)
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