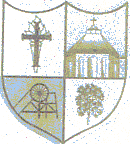
**Treeton C of E primary school Knowledge Skills Vocabulary for Information technology**

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| **Information technology** | | | | | | | | |
| KS1 National curriculum: | Use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | | | | | |
|  | **Substantive knowledge** | **Disciplinary knowledge (skills)** | **Vocabulary** | | | | | |
| Year 1 | Children know technology has a purpose | Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count. | Pictogram  Data  Collect  Arrow key  Backspace key  Cursor  Columns  cells | | Count tools  Delete key  Lock tool  Image toolbox  Move cell tool  Spreadsheet | | | |
| Year 2 | Children know technology can be used in different ways (e.g. to create, organise, store, manipulate and retrieve) | Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches.  • Children are able to edit more complex digital data such as music compositions within 2Sequence.  • Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound. | Backspace  Key  Copy and paste  Columns  Cells count tool  Delete  Key  Equals tool  Image toolbox  Lock tool  Move  Cell tool  Rows  Speak tool  Spreadsheet  Pictogram  Question  Data  Collate  Binary Tree  Avatar  Database | | Bpm  Composition  Digitally  Instrument  Music  Sound effects (SFX)  Soundtrack  Tempo  Volume  Concept map  Quiz  Presentation node  Animated  Non fiction narrative  Audience | | | |
| National curriculum | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | | | | | | | |
|  | **Substantive knowledge** | **Disciplinary knowledge (skills)** | **Vocabulary** | | | | | |
| Year 3 | Children can consider what software is most appropriate | • Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.  • Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph | <>=  Advance  Mode  Copy and paste  Columns cells  Delete key  Equals tool  Spin tool  Move cell tool | | | Rows  Spreadsheet  Branching database  Data  Database question  simulation | | |
| Year 4 | • Children understand the function, features and layout of a search engine. | • Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+.  Children share digital content within their community, i.e. using Virtual Display Boards. | Average  Advance mode  Copy + paste  Columns  Cells  Charts  Equals tool  formula  Formula wizard  Move cell tool | Random tool  Rows  Spin tool  Spreadsheet  Timer  font  Bold  Italic underline  Animation  Background | | | | Frame  Flip book  Onion skimming  Stop motion  Play sound  Video clip  Easter egg  Browser search  Search engine  Spoof website |
| Year 5 | Children know web pages are not all credible and are able to explain in some detail how credible a webpage is and the information it contains. | • Children search with greater complexity for digital content when using a search engine.  • Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code  • They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email. | Average  Advance mode  Copy and paste  Columns  Cells  Charts  Equals tool  Formula wizard  Move cell tool  Random tool  Spin tool  Spreadsheet  Timer  avatar | Binary tree (branching database)  Charts  Collaborative  Data / database  Find, Record  Sort  Group and arrange  Statistics and reports table  CAD  modelling | | | | 3D viewpoint  Polygon  2D  Net  3D printing  Points  Template  Copyright  Cursor  Document  In built styles  Merge cells  Formatting  Readability |
| Year 6 | They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.  • Children make clear connections to the audience when designing and creating digital content.  • They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements. | • Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains.  • The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog | Average function  Advance mode  Copy and paste  Columns  Cells charts  Count  Dice  Equals tool / Formula  Formula wizard | | | | Random tool  Rows  Move cell tool  Spreadsheet  Timer  Spin tool | |