**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. | PictogramDataCollectArrow keyBackspace keyCursor Columns cells | Count toolsDelete keyLock toolImage toolboxMove cell toolSpreadsheet |
| 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. | BackspaceKeyCopy and pasteColumns Cells count toolDelete Key Equals tool Image toolboxLock toolMove Cell toolRowsSpeak toolSpreadsheetPictogram QuestionDataCollateBinary TreeAvatarDatabase | Bpm Composition Digitally Instrument MusicSound effects (SFX)Soundtrack TempoVolume Concept map QuizPresentation nodeAnimatedNon fiction narrativeAudience  |
| 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 | <>=AdvanceModeCopy and pasteColumns cellsDelete key Equals toolSpin toolMove cell tool | RowsSpreadsheetBranching databaseDataDatabase questionsimulation |
| 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. | AverageAdvance modeCopy + pasteColumnsCellsChartsEquals toolformula Formula wizardMove cell tool | Random tool RowsSpin toolSpreadsheetTimerfont BoldItalic underlineAnimationBackground  | Frame Flip book Onion skimmingStop motion Play sound Video clip Easter eggBrowser searchSearch engineSpoof 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. | AverageAdvance modeCopy and pasteColumnsCellsChartsEquals toolFormula wizardMove cell toolRandom toolSpin toolSpreadsheetTimeravatar | Binary tree (branching database)Charts CollaborativeData / databaseFind, RecordSort Group and arrangeStatistics and reports tableCADmodelling | 3D viewpointPolygon2D Net 3D printing PointsTemplateCopyright Cursor Document In built stylesMerge 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 functionAdvance modeCopy and pasteColumnsCells chartsCount Dice Equals tool / FormulaFormula wizard | Random toolRowsMove cell toolSpreadsheetTimer Spin tool |