

## Progression of skills and knowledge in Music

		Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Knowledge</b>	E-safety	<ul style="list-style-type: none"> <li>Know that everything online is public and know what to do if they see something they don't like.</li> </ul>	<ul style="list-style-type: none"> <li>Know that not everything online is true and know when and who it is safe to share personal information with.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of copyright and know how to critically evaluate websites for reliability and authenticity.</li> </ul>
	Computer Science	<ul style="list-style-type: none"> <li>Understand that the order of instructions in an algorithm is important and that they need to be clear and unambiguous.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use repetition, loops and selection and how to decompose problems to create solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to recognise create and combine variables.</li> </ul>
	Data	<ul style="list-style-type: none"> <li>Know how to use specific software to create simple charts, pictograms and branching databases.</li> </ul>	<ul style="list-style-type: none"> <li>Know that information can be stored and shared on the internet and know how to draw conclusions from a database.</li> </ul>	<ul style="list-style-type: none"> <li>Know what a spreadsheet is, what it is used for and how to create one.</li> </ul>
	Communication	<ul style="list-style-type: none"> <li>Know the basics of word processing and creating presentations, including cut, copy, paste and inserting text and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to safely email, add and open attachments and produce documents and presentations of increasing complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create a consistent design or theme for documents and presentations.</li> </ul>
	Technical vocabulary	<ul style="list-style-type: none"> <li>Know and understand the term 'algorithm', 'search', sequence, 'selection' and debug'.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the terms 'network', 'input', 'output', 'World Wide Web', PageRank' and 'Sprite'.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the terms 'block', 'command', 'simulation', script' and 'variables'.</li> </ul>
	Multimedia	<ul style="list-style-type: none"> <li>Know how to create simple digital content and chose media to convey information or intent.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use a range of tools to edit and enhance a range of media for a particular purpose or effect.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to identify hardware / software needed to fulfil a specific task and create new content using existing media.</li> </ul>
<b>Skills</b>	Programming	<ul style="list-style-type: none"> <li>Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> <li>Solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs.</li> <li>Work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in programs.</li> <li>Understand computer networks including the internet, recognising how they can provide multiple services, such as the world-wide web.</li> </ul>	

Investigation	<ul style="list-style-type: none"> <li>• Explore digital resources by using hyperlinks and simple menus</li> <li>• Use the internet and other digital sources to find out about significant issues, events and people and explore real and imaginary locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT to explore a range of number patterns and models including changing values and asking ‘what if?’ questions.</li> <li>• Use ICT to explore alternative ideas in order to refine and improve outcomes and performances.</li> <li>• Explore alternative approaches to develop and refine work.</li> <li>• Save and use stored information to follow lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT to explore and develop simple models by changing variables and simple formulae.</li> <li>• Use ICT to create and refine sequences of instructions to explore problems and make controllable systems.</li> </ul>
Observation	<ul style="list-style-type: none"> <li>• Collect, sort, record and represent information to inform investigations and design.</li> <li>• Draw conclusions from data collected.</li> <li>• Identify common use of information technology beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how ICT can be used to collect and structure information, including the use of surveys, so that it can be searched and analysed.</li> <li>• Identify the opportunities computer networks offer for communication and collaboration.</li> <li>• Verify the accuracy and reliability of the information found, distinguishing between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions by using ICT to identify, collect, store, analyse and present information.</li> <li>• Verify the accuracy and reliability of the information found online, detect bias and distinguish evidence from opinion.</li> <li>• Analyse, describe and discuss the effectiveness of their work with ICT.</li> <li>• Identify a range of ways to report concerns and inappropriate behaviour.</li> </ul>
Application	<ul style="list-style-type: none"> <li>• Give instructions to make things happen using programmable language.</li> <li>• Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present content.</li> <li>• Try alternatives using a range of tools and techniques to alter text, images and present work appropriately</li> <li>• Use ICT to communicate with unknown audiences.</li> <li>• Use strategies to stay safe when using ICT and the internet.</li> <li>• Plan, discuss and review work developed using ICT in order to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Use key words to search for and select appropriate information from the internet and other digital sources.</li> <li>• Capture, record and analyse data using sensors in order to support observations and investigations.</li> <li>• Refine sequences of instructions to control events or make things happen using ICT.</li> <li>• Use a variety of ICT tools to create, refine and present work in a variety of ways.</li> <li>• Use ICT to exchange ideas and collaborate with others remotely.</li> <li>• Use ICT safely and appreciate the need to keep electronic data secure.</li> </ul>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Represent data from analysis in appropriate ways, including the use of graphs.</li> <li>• Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital services to accomplish given goals, including</li> </ul>

		<ul style="list-style-type: none"><li>• Use technology safely and respectfully, keeping personal information private.</li><li>• Identify when and where to go for help and support when they have concerns about material on the internet.</li></ul>	<ul style="list-style-type: none"><li>• Use features of layout, presentation and organisation in print and on screen.</li><li>• Use editing skills for visual effects.</li></ul>	<p>collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"><li>• Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication.</li><li>• Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions.</li><li>• Use ICT safely, respectfully and responsibly, managing risk and showing awareness of other users.</li></ul>
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