

ICT Skills – Progression Document – Updated October 2016

	KS1	LKS2	UKS2
Microsoft Word	<ul style="list-style-type: none"> -enter text -understand and use capital and lower case -basic typing skills (including use of space bar, return key and basic punctuation) - save and retrieve a document -with support, format text -with support, insert clip art and images 	<ul style="list-style-type: none"> -continue to develop typing skills (including typing speed, wider range of appropriate punctuation (e.g. speech marks, commas etc.) -insert tables, images and word art -format text including font and paragraph justification. -alter page orientation 	<ul style="list-style-type: none"> -cut, copy and paste -spell check & thesaurus -format a specific area of text (highlight, move & edit according to task) -format pictures within a document (text wrapping, crop, resize)
PowerPoint	<ul style="list-style-type: none"> -add text to a single slide -add an image (including insert clip art/copy paste an image) -save and retrieve a document 	<ul style="list-style-type: none"> -create multiple slides as part of a slideshow -add animation to slides -understand and use transitions 	<ul style="list-style-type: none"> -add music to slides -insert hyperlinks -understand & use slideshow tab including timings -use appropriately for presenting: *aide memoire, not a script *choice of transitions, animation and music should enhance presentation not detract from speaker. -investigate alternative software for presenting
Excel	<ul style="list-style-type: none"> -enter simply data -produce a chart -save and retrieve a document 	<ul style="list-style-type: none"> -understand cells, rows and columns -enter a range of data -produce a range of graphs and chart appropriate to the data/task -with support use cell formatting (including font, border & fill) 	<ul style="list-style-type: none"> -use simple formula (including SUM, Average) -understand and use conditional formatting -sort and filter data for a given purpose -use cell formatting (including number, alignment, font, border and fill)
Microsoft 365 - Outlook	<ul style="list-style-type: none"> -contribute ideas to class and group emails. -with support send an email to a known member of school community. -open and reply to an email from a known person. 	<ul style="list-style-type: none"> -log on to an email account -open emails, create and send appropriate replies. -forward an e-mail. -save an e-mail in draft format and then return and edit prior to sending -open and save attachments to an appropriate place. -select an email recipient from a class address book 	<ul style="list-style-type: none"> -add e-mail addresses to a class address book. -create group or distribution lists of contacts from an address book -learn how to use the cc and bcc facilities when sending an e-mail and discuss when these should be used. -send 'group' e-mails and be aware of the benefits and risks in 'replying to all'.

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<p>Digital Research (Net Searching)</p>	<ul style="list-style-type: none"> -with supervision use key words to search for information -locate specific, teacher defined, age appropriate websites by typing a website address (URL) into the address bar in a web browser. -know what to do if they discover an inappropriate or offensive on a website, at home and in school 	<ul style="list-style-type: none"> -use child friendly search engines to locate different media, e.g., text, images, sounds or videos. -develop key questions/words to search for specific information to answer a problem -consider the effectiveness of key questions on search results and refine -use strategies to verify the accuracy and reliability of information -use appropriate tools to save and retrieve accessed information (e.g. favourites, history, copy/paste and save as) -revise what to do if they discover an inappropriate or offensive on a website, at home and in school 	<ul style="list-style-type: none"> -use the internet for independent research -use advanced searching techniques (e.g. using quotation marks to locate precise information.) -choose the most appropriate search engine for a task (e.g. image search, search within a specific site etc.) -question the source, authenticity and reliability of information found on the web. -create and use folders within lists of bookmarks or favourites to organise content. -revise what to do if they discover an inappropriate or offensive on a website, at home and in school
<p>Digital Photographs, Video and Animation</p>	<ul style="list-style-type: none"> -use a range of digital devices to capture and save both still and moving images. -with support upload images or movies from cameras and other digital devices to a computer -begin to make changes to images (e.g. using Paint) -create a sequence of images to form a short animation. 	<ul style="list-style-type: none"> -use a range of devices to capture still and moving images for a purpose. -discuss and evaluate the quality of captured images and make decisions whether to keep, delete or change them. - upload images and movies from digital cameras and other devices to a computer and save in a relevant location. -resize images (pixels, resolution, aspect ratio and dimensions). -use software to change images according to purpose. -import music, stills or video into video editing software for a specific project. -arrange, trim and cut clips to create a short film that conveys meaning. -add simple titles, credits and special effects (e.g. transitions) -create a short animated sequence which communicates a specific idea. 	<ul style="list-style-type: none"> -make use of transitions and special effects in video editing software, understanding the effect they have on the audience. -export images and movies in formats appropriate for the purpose and use them in multimedia presentations. -plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline.