

Haslington Primary Academy and Nursery
ICT Progression of Skills



	2-3	3-4	Reception	Year 1	Year 2
Computer Science (programming)	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Repeat actions that have effect.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Explore how things work.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Comment on images of familiar situations in the past.</p>	<p>I can give instructions to, and respond to instructions from, other children involving movement around the room.</p> <p>I am beginning to understand that sequence (order) is important when devising algorithms and programming devices</p>	<p>I can give precise instructions to, and respond to instructions from, other children involving movement around the room.</p> <p>I can describe what actions are needed for a particular task and begin to use the word algorithm.</p> <p>I can understand that a number of different algorithms will often all solve the same problem.</p> <p>I am able to predict what will happen in an algorithm or program</p> <p>I can understand why algorithms are useful for solving a wide range of problems and that we use algorithms every day</p>
Computer Science (programming)				<p>Robots and on screen programming</p> <p>I can describe what I expect to happen while programming a robot.</p>	<p>Robots and on screen programming</p> <p>I can describe clearly what I expect to happen</p>

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				<p>I am beginning to understand that sequence (order) is important when devising algorithms and programming devices I can execute a program, observe the results. I am beginning to write programs successfully to create movement on-screen. I am beginning to use different kinds of inputs in programming (key press, mouse click tap on a sprite, automated start condition ...)</p>	<p>while programming a robot. I can predict what will happen in an algorithm or program that I have not written myself. I can execute a program, observe the results carefully spot errors and debug them. I can understand that programs respond to inputs to carry out actions. I can understand that a number of different algorithms will often all solve the same problem. I can write programs successfully to create movement on-screen. I can use different kinds of inputs in programming (key press, mouse click tap on a sprite, automated start condition ...)</p>
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Computer Science (computers and networks)	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Repeat actions that have effect.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Explore how things work.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Comment on images of familiar situations in the past.</p>	<p>I am aware of obvious uses of IT in and beyond school. I have a growing awareness of things in and beyond the home that have some kind of computer in them (microwave, car etc) With support I can save and retrieve my work.</p>	<p>I can understand some of the things that people do with computers at work and at home.</p> <p>I can understand that most computers, tablets and phones are connected to the internet.</p> <p>I can recognise that any one of a range of digital devices can be considered a computer.</p> <p>I can log on to a computer network.</p> <p>I understand how to save and retrieve my work from a shared drive</p>
Information Technology (multimedia)	<p>Repeat actions that have effect.</p>	<p>Explore how things work.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>I can use a painting app to create a picture to communicate ideas I can use a camera or camcorder to take a picture or record my work I can begin to edit digital photographs I understand the differences between a</p>	<p>I can use brush and pen tools, create lines and textures and use the flood fill spray and stamp tools.</p> <p>I can use ICT to source, generate and amend ideas for my art work I can demonstrate good control when using still and video cameras</p>

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				<p>graphics apps and traditional art activities</p> <p>I understand that some apps will enable images to be animated.</p> <p>I can talk about my use of a painting app and my choice of tools</p> <p>I can use sound recorders / players to listen to pre-recorded sound</p> <p>I can experiment with a range of devices that create and record sound</p> <p>I can use software to explore sound and musical phrases for a purpose</p> <p>I can understand that devices have record and playback functions</p> <p>I can recognise that an electronic keyboard can be used to select and control sounds</p> <p>I can access different information using a range of equipment (apps, website, TV, DVD etc)</p>	<p>understanding the need to frame an image or scene and keep the camera still</p> <p>I can create a sequence of images which together form a short animation to illustrate a story</p> <p>I understand that animation is a sequence of still images I am beginning to discuss the quality of my image and make decisions (e.g delete a blurred image)</p> <p>I can use sound recorders / tablets to record and playback sounds (eg voices, instruments, sounds around them ...)</p> <p>I can explore a range of electronic music and sound devices including keyboards, software, tablets and different peripherals</p> <p>I can compose music using icons to represent musical phrases</p>
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					I am beginning to understand that music and sound can affect mood and atmosphere
Information Technology (data handling)	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Explore how things work.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Comment on images of familiar situations in the past.	I can enter text into a search engine to find specific given web sites I can understand that IT (the internet) gives rapid access to a wide variety of information and resources I can talk about my use of IT and compare with other ways of finding information I understand and talk about how my information can be used to answer specific questions I am aware of responsible internet use and the school's acceptable use policy I can develop simple classification skills by carrying out simple sorting activities (probably away from the computer)	I can use appropriate buttons, menus and hyperlinks to navigate web sites for stored information I can locate specific sites by typing a website address (URL) into the address bar in a web browser. I can understand that different forms of information (text, images, sound, multimodal) exist and that some are more useful than others for specific purposes I am beginning to develop key questions to help find information I am aware of responsible internet use and the school's acceptable use policy

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				<p>I can sort and classify a group of items by asking simple yes / no questions</p> <p>I can talk about the different ways technology can be used to collect information, (e.g. camera, microscope or sound recorder).</p> <p>I can interpret graphs, discuss information contained and answer simple questions</p>	<p>I can use simple graphing programs to produce pictograms and other simple graphs I can use graphing software to change the way a graph type (eg pictogram to bar chart)</p> <p>I understand that IT can be used to sort items and information</p> <p>I understand that IT can be used to create, display and change graphs quite easily</p> <p>I am beginning to understand that if data has not been entered accurately it cannot be used to provide correct answers to questions</p>
Digital Literacy (e-safety)				<p>I can use technology safely</p> <p>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies</p>	<p>I can keep personal information private</p> <p>I can use technology respectfully</p> <p>I can use technology responsibly</p>

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				<p>I can recognise acceptable/unacceptable behaviour</p> <p>I know what to do when concerned about content or being contacted.</p> <p>I can recognise what is acceptable and unacceptable behaviour when using technologies and online services.</p> <p>I understand the importance of communicating safely and respectfully online, and the need for keeping personal information private.</p>	<p>I can identify a range of ways to report concerns about contact</p> <p>I am discerning in evaluating digital content</p> <p>I understand the importance of communicating safely and respectfully online, and the need for keeping personal information private.</p> <p>I can demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p> <p>I can demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns.</p> <p>I can recognise ethical issues surrounding the application of information technology beyond school.</p>
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	Year 3	Year 4	Year 5	Year 6	
Computer Science (programming)	<p>I can work with a partner to design, write and de-bug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>I am beginning to solve problems, by decomposing them into smaller parts</p> <p>I can use sequence in programs</p> <p>I am beginning to work with variables</p> <p>I can work with various forms of input and output with support</p> <p>I am beginning to use logical reasoning to explain how some simple algorithms work</p>	<p>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</p> <p>I can solve problems by decomposing them into smaller parts</p> <p>I can use sequence in programs (LKS2)</p> <p>I can use repetition in programs;</p> <p>I can work with variables</p> <p>I can work with various forms of input and output</p> <p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>I can explain and program each of the steps in my algorithm.</p> <p>I can review and amend the original algorithm while programming.</p> <p>I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p>I can recognise when a variable is needed to achieve a required result.</p> <p>I can program a sprite to add to the score on a certain action.</p> <p>I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p> <p>I can evaluate the effectiveness and efficiency</p>	<p>I can explain and program each of the steps in my algorithm.</p> <p>I can review and amend the original algorithm while programming.</p> <p>I can talk about how a computer model can provide information about a physical system.</p> <p>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program for a device or onscreen activity.</p> <p>I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p> <p>I can investigate more blocks – make a block to</p>	

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			<p>of an algorithm, continually testing the programming of that algorithm.</p> <p>I can recognise there are different algorithms for the same problem.</p> <p>I can write programs that include variables (e.g. a scoring system in a game)</p> <p>I can designs algorithms and programs that use repetition</p>	<p>create more commands for actions that repeat in a program</p> <p>I can recognise when a variable is needed to achieve a required result.</p> <p>I can program a sprite to add to the score on a certain action.</p> <p>I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p> <p>I can use logical thinking, imagination and creativity to extend a program.</p> <p>I can evaluate the effectiveness and efficiency of an algorithm, continually testing the programming of that algorithm.</p> <p>I can link errors in a program to a problem in the algorithm on which it is based.</p> <p>I can recognise there are different algorithms for the same problem.</p>	
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				<p>I can write programs that include variables (e.g. a scoring system in a game)</p> <p>I can suggest tasks best completed by humans and those for computers.</p> <p>I can recognise that different solutions exist for the same problem.</p> <p>I can designs algorithms and programs that use repetition</p>	
<p>Computer Science (computers and networks)</p>	<p>I understand that the Internet is a collection on computers (servers) joined together across the world</p> <p>I know there is a difference between the internet and the world wide web</p> <p>I am aware of the basic structure of the school network, how it is connected (physical wiring, wireless ...) and the services that are a part of it (printing,</p>	<p>I understand that the Internet is a collection on computers (servers) joined together across the world</p> <p>I understand the differences between the internet and the world wide web</p> <p>I understand the basic structure of the school network, how it is connected (physical wiring, wireless ...) and the services that are a part of it (printing,</p>	<p>I know that the internet provides different services and be able to describe some (email, www)</p> <p>I know that information is passed around the internet.</p> <p>I can tell a partner the functions of and terminology around web browsers and search engines</p> <p>I can tell a partner about the difference between physical, wireless and mobile networks.</p>	<p>I can explain that the internet provides different services and be able to describe some (email, www file transfer protocol, video conferencing ...)</p> <p>I can explain how information is passed around the internet.</p> <p>I can explain how search results are selected and ranked by search engines</p> <p>I can tell a partner the functions of and terminology around web browsers and search engines</p>	

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	<p>scanning, internet via server ...)</p> <p>I can save my work to a variety of locations on the school network, online and locally to a device.</p> <p>I understand the reasons for saving in different places.</p>	<p>scanning, internet via server ...)</p> <p>I can save (and successfully retrieve!) their work to a variety of locations on the school network, online and locally to a device.</p> <p>I understand the reasons for saving in different places.</p> <p>I understand the function of different externally visible parts of a computer (and peripherals) and classify as input or output devices.</p>		<p>I can identify key components within a PC and explain their function</p> <p>I understand the function of an operating system and be able to name some.</p> <p>I can explain the difference between physical, wireless and mobile networks.</p> <p>I understand the basics of how data is stored (binary code,)</p>	
Information Technology (multimedia)	<p>I can use different font effects, layout, format, graphics and illustrations</p> <p>I can use editing tools</p> <p>I can log on to an email account or forum</p> <p>I can recognise key features of different layouts (e.g. poster, newspaper, menu)</p>	<p>I can use different font effects, layout, format, graphics and illustrations to communicate for a given audience.</p> <p>I can use appropriate editing tools to ensure their work is clear and error free</p> <p>I can log on to an email account or forum, open</p>	<p>I can format and edit work to improve clarity and mood.</p> <p>I can independently create, send and respond to email, blogs and forums.</p> <p>I can produce formal or informal e-messages appropriate to a task or to solve problems</p>	<p>I can format and edit work to improve clarity and mood.</p> <p>I can independently create, send and respond to email, blogs and forums.</p> <p>I can produce formal or informal e-messages appropriate to a task or to solve problems</p>	

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	<p>I can select areas of a painting, copy and paste to make repeating patterns.</p> <p>I am developing greater control over the digital stills video camera and use the enhanced tools</p> <p>I can discuss and evaluate the quality of my captured images and make decisions</p> <p>I can create a short animated sequence</p> <p>I can capture “footage” from different devices into simple movie editing software.</p> <p>I can add simple titles and credits, music and narration.</p> <p>I can use IT to select and record voice and sounds</p> <p>I can select sound files in sound editing software / app.</p> <p>I can use music software or app to experiment with sound patterns.</p>	<p>emails, create and send appropriate replies, use attachments.</p> <p>I can recognise key features of different layouts and consider how to meet the needs of the audience (e.g. poster, newspaper, menu)</p> <p>I can select areas of a painting, copy and paste to make repeating patterns. Resize elements. Investigate reflection tools etc</p> <p>I can develop greater control over the digital stills video camera and use the enhanced tools</p> <p>I can discuss and evaluate the quality of my own and others’ captured images and make decisions</p> <p>I can create a short animated sequence from captured</p> <p>I can capture “footage” from different devices</p>	<p>I can develop my use of hyperlinks to produce more effective interactive, nonlinear presentations.</p> <p>I can select and import sounds from my own recording, create their own effects and music and import from other sources.</p> <p>I can create images using a range of techniques</p> <p>I can make decisions to capture, store, retrieve and edit digital images for a particular purpose.</p> <p>I can independently plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline.</p> <p>I can combine stills, video and sound using a video editing package</p> <p>I can make use of transitions and special effects when editing films and understand the effect</p>	<p>I can talk about different forms of electronic communication, their appropriateness to tasks, advantages and disadvantages.</p> <p>I understand how pages are linked together and recognise the need for clarity.</p> <p>I can develop my use of hyperlinks to produce more effective interactive, nonlinear presentations.</p> <p>I can make effective use of transitions and animations and consider the effect on the audience and appropriateness.</p> <p>I can select and import sounds from my own recording, create their own effects and music and import from other sources.</p> <p>I can create images using a range of techniques</p> <p>I can make decisions to capture, store, retrieve and edit digital images</p>	
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	<p>I can use music software / app to create a simple composition</p> <p>I can use ICT to create and perform sounds or music</p> <p>I can understand that copyright exists on most recorded music</p>	<p>into simple movie editing software.</p> <p>I can add simple titles and credits, music and narration.</p> <p>I can use IT to select and record voice and sounds</p> <p>I can select, import and edit existing sound files in sound editing software / app.</p> <p>I can use music software or app to experiment with capturing, repeating and reordering sound patterns.</p> <p>I can use music software / app to create a simple multipart percussion composition</p> <p>I can use ICT to create and perform sounds or music that would otherwise not be possible live – e.g. playing a multi-part piece or a very fast piece</p>	<p>they will have on the audience.</p> <p>I can develop skills in manipulating sounds</p> <p>I can independently select and use a variety of appropriate devices to record musical and non-musical sounds.</p> <p>I can create my own sounds and compositions to add to my work</p> <p>I can use IT to perform sounds or music that would otherwise not be possible live</p> <p>I can use IT to produce music for a specific purpose, considering the impact on the audience</p> <p>I can explain why copyright should be respected when selecting music samples</p>	<p>I can explain the difference between object based graphic packages and paint packages</p> <p>I can independently plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline.</p> <p>I can combine stills, video and sound using a video editing package</p> <p>I can make use of transitions and special effects when editing films and understand the effect they will have on the audience.</p> <p>I can make images and movies in a variety of formats, understanding some of the differences, and share on the internet (with due regard for safety).</p> <p>I can independently select, edit and combine sound</p>	
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		I can understand that copyright exists on most recorded music		<p>files from internet sources to create a podcast file.</p> <p>I can develop skills in manipulating sounds</p> <p>I can independently select and use a variety of appropriate devices to record musical and non-musical sounds.</p> <p>I can upload and download projects</p> <p>I can create my own sounds and compositions to add to my work</p> <p>I can use IT to perform sounds or music that would otherwise not be possible live</p> <p>I can use IT to produce music for a specific purpose, considering the impact on the audience</p> <p>I can explain why copyright should be respected when selecting music samples</p>	
Information Technology	I can develop key questions and key words to search for specific information	I can develop key questions and key words to search for specific information	<p>I can use strategies for finding information</p> <p>I consider the effectiveness of search results I can skim</p>	I can use strategies for finding information	

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<p>(data handling)</p>	<p>I can use information purposefully to complete specific tasks I can use search engines for different media I understand a website has a unique address I can explain that some information found through searching is more relevant than others I can collect appropriate information, enter it into a database or spreadsheet I can generate and compare different charts and graphs I can explain that different graphs are used for different purposes I can organise, present, analyse and interpret the data in tables, tally charts, charts / graphs, I am beginning to develop skills to identify</p>	<p>I can use information purposefully to complete specific tasks I can understand the dynamics of search engines I can use search engines for different media I understand a website has a unique address I can explain that some information found through searching is more relevant than others I can describe the process of finding specific information I can collect appropriate information, enter it into a database or spreadsheet and use this to answer simple questions I can generate and compare different charts and graphs (using graphing software / app, spreadsheet etc)</p>	<p>and select information checking for bias and different viewpoints I understand the possible impact of using incorrect data. I can modify a search pattern in order to find specific information. I can check for accuracy by checking data, using different views, search tools, and graphing. I can identify and correct inaccuracies. I can solve complex enquiries involving selecting, processing, and presenting data; drawing conclusions from the process I can construct, refine and interpret frequency tables; bar charts with grouped discrete data; line graphs; interpret pie charts. I can recognise the consequences of data not</p>	<p>I consider the effectiveness of search results and refine where necessary. I can skim and select information checking for bias and different viewpoints I can talk about validity and plausibility and appropriateness of information, especially on the internet. I recognise the impact of using incorrect information in my work. I understand the possible impact of using incorrect data. I can use complex searches (and/or, is greater/less than) to search data when looking for relationships and patterns in data. I can modify a search pattern in order to find specific information. I can check for accuracy by checking data, using</p>	
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	<p>what data needs to be collected</p> <p>I can change the contents of cells in a spreadsheet</p> <p>I can use a spreadsheet to record data</p> <p>I can use a spreadsheet to explore simple patterns</p>	<p>I can explain that different graphs are used for different purposes</p> <p>I can organise, present, analyse and interpret the data in tables, tally charts, charts / graphs, using IT where appropriate</p> <p>I am beginning to develop skills to identify what data needs to be collected and design a questionnaire or survey to aid its collection</p> <p>I can change the contents of cells in a spreadsheet to explore “What if ...” questions</p> <p>I can use a spreadsheet to record data and produce graphs</p> <p>I can use a spreadsheet to explore simple patterns (e.g. in a number square)</p> <p>I understand the need to structure information properly in a database or spreadsheet</p> <p>I know, understand and use the vocabulary: file,</p>	<p>being accurate, relate to the wider world</p> <p>I can enter formulae into a spreadsheet and modify the data, (simple calculations $+$ $-$ \times \div)</p>	<p>different views, search tools, and graphing.</p> <p>I can identify and correct inaccuracies.</p> <p>I can solve complex enquiries involving selecting, processing, and presenting data; drawing conclusions from the process</p> <p>I can construct, refine and interpret frequency tables; bar charts with grouped discrete data; line graphs; interpret pie charts.</p> <p>I can recognise the consequences of data not being accurate, relate to the wider world</p> <p>I can enter formulae into a spreadsheet and modify the data, (simple calculations $+$ $-$ \times \div)</p> <p>I can make predictions and changes and check results</p>	
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		record, field, data and information.			
Digital Literacy (e-safety)	<p>I can make sensible decisions if content is inappropriate or upsetting</p> <p>I can explain the Internet contains fact, fiction and opinion</p> <p>I am aware of online marketing</p> <p>I can explain why we must keep personal information and passwords private when communicating online.</p> <p>I know that anyone can create a user showing any age or gender and people you meet online may not be who they say they are.</p> <p>I can create a personal profile with an alias and avatar</p> <p>I can tell you how to deal with unpleasant communications via mobile, text, chat rooms</p>	<p>I make sensible decisions if content is inappropriate or upsetting</p> <p>I explain the Internet contains fact, fiction and opinion and begin to distinguish between these.</p> <p>I am aware of online marketing and begin to develop strategies to deal with it</p> <p>I can explain why we must keep personal information and passwords private when communicating online.</p> <p>I can explain that online communication is not always confidential and that it can be monitored.</p> <p>I know that anyone can create a user showing any age or gender and people you meet online may not be who they say they are.</p>	<p>I understand that some internet material is age related</p> <p>I can demonstrate safe practice when selecting images or content for uploading to a personal profile</p> <p>I understand some malicious adults use the internet to make contact and groom young children.</p> <p>I know how to report any suspicions (CEOP report abuse page).</p> <p>I know the differences between public social networking sites and closed learning environments,</p> <p>I understand the purpose of passwords, that passwords should never be shared,</p> <p>I can explain the importance of appropriate online behaviour and that</p>	<p>I understand that some internet material is age related (especially games) and the implications for ignoring such guidance.</p> <p>I can demonstrate safe practice when selecting images or content for uploading to a personal profile</p> <p>I understand some malicious adults use the internet to make contact and groom young children.</p> <p>I know how to report any suspicions (CEOP report abuse page).</p> <p>I can explain clearly the differences between public social networking sites and closed learning environments,</p> <p>I understand the purpose of passwords, that passwords should never be shared,</p>	

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	<p>I understand why you should only befriend people you know and trust never to meet up with “friends” you know only online.</p> <p>I can explain the importance of copyright issues and plagiarism</p> <p>I know why it is important to respect others' feelings and electronic work</p>	<p>I can create a personal profile with an alias and avatar rather than real name and photograph</p> <p>I can make decisions about when an email should not be opened or messages ignored.</p> <p>I can tell you how to deal with unpleasant communications via mobile, text, chat rooms</p> <p>I understand why you should only befriend people you know and trust never to meet up with “friends” you know only online.</p> <p>I can choose when to use appropriate writing conventions for electronic communication</p> <p>I can explain the importance of copyright issues and plagiarism; that taking text or images from some sites may be stealing other people’s work.</p>	<p>online bullying is unacceptable.</p> <p>I can explain why it is important to create a positive “digital footprint”</p> <p>I have an awareness of the need to check for copyright when downloading content from the internet</p>	<p>I understand the importance of appropriate online behaviour and that online bullying is unacceptable.</p> <p>I can explain why it is important to create a positive “digital footprint”</p> <p>I have an awareness of the need to check for copyright when downloading content from the internet</p>	
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		I know why it is important to respect others' feelings and electronic work			
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