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| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ***Computer Science*** |
| ***Programming*** | *I can understand and create* ***algorithms*** *(steps or rules as instructions, e.g. how to make a sandwich)**I understand that algorithms must be precise and unambiguous* | *I can* ***predict*** *the behaviour of simple programs**I can create and run a* ***program*** *(an algorithm or multiple algorithms that can be understood by a computer)**I can* ***debug*** *(find and fix a problem) within a simple program* | *I can use* ***selection*** *in my programs. (Also known as* ***conditionals*** *or* ***If / Then*** *statements). (e.g. if a character moves onto a yellow square, then gain two points)**I can create* ***variables*** *within my programs (e.g. a timer, score)* | *I can use* ***repetition*** *(sometimes referred to as* ***loops****) in my programs.**I can* ***debug*** *programs multiple times to accomplish specific goals* | *I can write code that performs calculations with* ***variables*** *(e.g. every time a coin is collected, add one point to the score)**I can* ***decompose*** *(break into smaller chunks) a programming problem* | *I can use a* ***random*** *function in my code for purposeful effect (e.g. a program randomly chooses a number from 1-4 and displays a corresponding statement)**I can produce a multi-function, debugged program that uses* ***variables****,* ***selection*** *and* ***repetition.*** |
| ***Controlling hardware and machines*** | *I can identify the major parts of* ***digital devices*** *(e.g. keyboard, screen, power, batteries, touchscreen)* | *I understand that* ***digital******devices*** *run programs that have been created by humans* | *I can control or simulate* ***programmable hardware*** *(e.g. a Sphero robot)* | *I can identify* ***inputs*** *of common computing devices (e.g keys on a keyboard, temperature sensor, tilting a device)**I can identify the* ***outputs*** *of common computing devices (e.g. display on a screen, Bluetooth signal, print)* | *I can create code that acts on multiple* ***inputs****I can create code that produces multiple* ***outputs*** | *I can* ***program*** *and* ***debug*** *multiple functions on programmable hardware (e.g. with a Microbit)* |

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| ***Information Technology*** |
| ***Operate, Understand and Implement***  | *I can use* ***apps*** *and* ***websites*** *to aid my learning**I can* ***save and retrieve*** *work that I have produced (includes* ***auto-save****)**I can move a* ***cursor*** *with the trackpad and* ***click*** *on an icon* | *I can* ***type*** *and* ***edit*** *text**I can use* ***two-finger scrolling*** *on a touchpad**I understand that* ***emails*** *and other digital communications can be sent and received from various types of digital device* | *I know how to* ***search*** *for items on the internet**I can use technology to organise and manipulate* ***digital content****I can* ***type*** *to achieve a specific goal**I can perform a* ***two-finger click*** *to access additional options* | *I can* ***present*** *collected information or data to a group or audience**I can* ***type*** *to achieve a specific goal, including accurate punctuation and spelling check**I can use technical vocabulary to describe how computing equipment and networks function, including* ***storage*** *(e.g. USB drives, Google drive),* ***apps*** *and the* ***world wide web*** | *I can edit**and**improve* ***on-screen writing****, including digital thesaurus use**I can* ***collaborate*** *meaningfully with* ***networked******technologies*** *(for example, within a shared document or shared workspace)**I can combine a variety of* ***software*** *(programs that run on computers) to accomplish given goals* | *I can collect and* ***analyse*** *data or information using technology (e.g. use a spreadsheet to produce a graph)**I can make document* ***layout*** *and* ***design*** *decisions based on purpose (e.g. format a formal letter)**I can* ***re-order*** *on-screen sentences for clarity, purpose or effect* |
| ***Multimedia and Sound*** | *I can use* ***technology*** *to capture photos (e.g. with an iPad)* | *I can use* ***technology*** *to capture and manipulate (position, re-size, rotate) photos as part of a piece of work* | *I can create* ***video*** *as part of my learning (e.g. using an iPad)**I can create an* ***animation*** *(e.g. stop-frame animation on an iPad)* | *I can create sound, music or a* ***podcast*** *using digital technology**I can create a* ***3D graphic*** *using computer-aided design software (e.g. using TInkercad)* | *I can edit* ***video****, bringing together different media elements (e.g. stills, video, captions and sound) to produce an effective final product**I can storyboard and create an* ***animation*** | *I can design, create and edit sound, music, or a podcast using digital technology**I can design, create and modify 3D graphics for purpose using computer-aided design software (e.g. using Tinkercad)* |

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| ***Digital Literacy*** |
| ***Self-image and Identity*** | *If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.* | *I can describe ways in which people might make themselves look different online.* | *I can describe ways in which media can shape ideas about gender.* | *I can explain how my online identity can be different to the identity I present in ‘real life’.* | *I can explain how identity online can be copied, modified or altered.* | *I can explain how I can represent myself in different ways online.* |
| ***Online relationships*** | *I can recognise some ways in which the* ***internet*** *can be used to communicate.* | *I can explain some risks of communicating* ***online*** *with others I don’t know well.* | *I can explain how my and other people’s feelings can be hurt by what is said or written online.* | *I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life.* | *I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).* | *I can demonstrate how I would support others (including those who are having difficulties) online.* |
| ***Online reputation*** | *I can describe what information I should not put* ***online*** *without asking a trusted adult first.* | *I can explain how information put online about me can last for a long time.* | *I know who I should ask if I am not sure if I should put something online.* | *I can describe how others can find out information about me by looking online.* | *I can describe ways that information about people online can be used by others to make judgments about an individual.* | *I can describe some simple ways that help build a positive online reputation.*  |
| ***Online bullying*** | I can describe how to behave online in ways that do not upset others  | *I can describe rules about how to behave online and how I follow them.* | I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). | I can explain how I would report online bullying on the apps and platforms that I use. | I can identify a range of ways to report concerns both in school and at home about online bullying. |
| ***Managing online information*** | *I can identify devices I could use to access information on the internet.* | *I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).* | *I can evaluate digital content and can explain how I make choices from search results.* | *I can* ***analyse*** *information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. I understand what criteria have to be met before something is a ‘fact’* | *I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.* | *I can demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies are important.* |
| ***Health, well-being and lifestyle*** | *I can explain rules to keep us safe when we are using technology both in and beyond the home.* | *I can explain simple guidance for using technology in different environments and settings.* | *I can identify situations when I might need to limit the amount of time I use technology.* | *I can describe ways technology can affect healthy sleep and can describe some of the issues.* | *I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.* | *I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).* |
| ***Privacy and security*** | *I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).* | *I can explain why I should always ask a trusted adult before I share any information about myself online.* | *I can describe simple strategies for creating and keeping passwords private.* | *I can explain how internet use can be monitored.* | *I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.* | *I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).* |
| ***Copyright and ownership*** | *I can name my work so that others know it belongs to me.* | *I can recognise that content on the internet may belong to other people.* | *I can explain why copying someone else’s work from the internet without permission can cause problems.* | *I can assess and justify when it is acceptable to use the work of others.* | *I can demonstrate the use of search tools to find and access online content which can be reused by others.* | *I can demonstrate how to make references to and acknowledge sources I have used from the internet.* |