Be the Best You Can,
Guided by God

| Strand | Year 1 | Year 2 |
|---|---|---|
| | Pupils should be taught to: - use technology safely and respectfully, keeping personal information private; - <br> - identify where to go for help and support when they have concerns about content or contact on the internet or online. | |
| **Digital Literacy (Online safety, electronic communication )** | I can keep my password private. <br><br> I can tell you what personal information is. <br><br> I can tell an adult when I see something unexpected or worrying online. <br><br> I can talk about why it's important to be kind and polite (link to our values). <br><br> I can recognise an age appropriate website (red, orange or green). <br><br> I can agree and follow sensible e safety rules. <br><br> I can contribute to class email to another class/school. | I can explain why I need to keep my password and personal information private. <br><br> I can describe things that happen online that I must tell an adult about. <br><br> I can talk about why I should go online for a short amount of time. <br><br> I can talk about why it is important to be kind and polite online and in real life (Link to values). <br><br> I know that not everyone is who they say there are online. <br><br> I can work together to compose an email to share and request information from another class/school. <br><br> I know about websites and how to manage my journey (back /forward arrow, hyperlink). |
| **Media (Digital images, photos, paint, animation)** | I can work with others and with support contribute to a digital class resource which may include graphics, sound and text. <br><br> I can use tools in a Paint package (Tux). <br><br> I can edit a picture. <br><br> I can record speech (iPad) <br><br> I can choose suitable sounds from a place to express my ideas. | I can work independently combining text, graphics and sound.  I can save and retrieve my work. <br><br> I can use tools in a Paint package. <br><br> I can edit a picture. <br><br> I can create a simple animation (StikBot) |

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| **Programming/Control (Simulations/adventure games)** | I can control everyday devices to make them do different things (Beebots)<br><br>I can make simple choices to control a simple simulation program (Minecraft). | I can control a device (or a character) on or off screen.<br><br>I can make predictions about the effect my programming will have.<br><br>I can plan ahead and debug where necessary.<br><br>Minecraft coding<br><br>Scratch Junior<br><br>I understand that computers are good at replicating real life events and that we can explore contexts that are not otherwise possible (Minecraft farming). |
| **Computer Science (Understanding technologies)** | I know about devices in everyday life.<br><br>I know what we can do on a computer or tablet can be shared with others (Reflector/email/printer) | I know about what the computer has- a mouse, a keyboard, a screen, an IWB, touchscreen (sometimes) and a microphone.<br><br>I know that a computer can be used to share resources. |
| **Data Handling (Information, databases and graphs)** | I can use a simple pictogram or Paint program to show information. | I can enter information into a simple branching database or word document and use it to answer questions.<br><br>I can retrieve, save, edit and print my work. |

| Strand | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| | **Pupils should be taught to: - use technology safely, respectfully and responsibly; - recognise acceptable/unacceptable behaviour. - identify a range of ways to report concerns about content or contact online.** | | | |
| **Digital Literacy (Online safety, electronic communication)** | I can talk about what makes a secure password and why they are important.

I can protect my personal information when I do different things online.

I can use safety features of websites as well as reporting concerns to an adult.

I can recognise websites and games appropriate for my age.

I can make good choices about how long I spend online.

I ask an adult before downloading files or games from the internet.

I can post positive comments online.

I know about URLs.

I know why spelling accurately is important to be able to search effectively. | I can choose a secure password when I am using a website.

I can talk about the ways I can protect myself and my friends from harm online.

I can use the safety features of websites as well as reporting concerns to an adult.

I know anything I post online can be seen by others.

I choose websites and games appropriate for my age.

I can help friends make good choices about the time they spend online.

I can talk to a trusted adult before downloading files or games from the internet.

I comment respectively and positively online.

I know to use different search engines and check the results against each other, explaining why they might be different. | I protect my password and other information online.

I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.

I know anything I post online can be seen, used and may affect others.

I can explain the importance of communicating kindly and respectively.
I can discuss the importance of choosing age appropriate website or game.

I can explain why I need to protect my computer or device from harm.

I know which resources on the internet I can download and use.

I can share computing work electronically by email or other trusted sites (games on Scratch).

I know to use different search engines and check the results against each other, explaining why they might be different. | I protect my password and other personal information.

I can explain the consequences of sharing too much information about myself online.

I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.

I can explain the consequences of spending too much time online or on a game.

I can explain the consequences to myself and others of not communicating kindly and respectfully.

I protect my computer or device from harm on the internet. |

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| **Media (Digital images, photos, paint, animation)** | I can record and present information that includes text, graphics and sound and video with hyperlinks.  I am aware of the audience and seek feedback.<br><br>I can create a simple podcast, importing existing music and sound effects and can record own sounds too. | I can use tools in Word that can create quality presentations that are appropriate for the audience (line spacing, tabs etc.)<br><br>I can create multiple track compositions that contain a variety of sounds. | I can use tools in Word that can create quality presentations that are appropriate for the audience (line spacing, tabs etc.)<br><br>I can make a short film/animation using images sourced, captured or created. | I can create presentations that convey meaning rather than impress displaying skills learned.<br><br>I can create and share sophisticated podcasts and consider the audience. |
| **Programming / Control (Simulations / adventure games)** | I can type a short sequence of instructions.<br><br>I can plan ahead when programming devices on and off screen.<br><br>I can use a simulation or a model to find things out and solve problems.<br><br>I can use a simple spreadsheet to store data and produce graphs. | I can use programs where I need to predict, test and modify. | I can use programs where I need to predict, test and modify.<br><br>I can use a data logger confidently to capture intermittent data readings.<br><br>I understand why using computing to collect data can be useful.<br><br>I can set up and use a spreadsheet model to explore patterns and relationships.<br><br>I know how to enter simple formulae to assist the process. | I can design, build, test, evaluate and modify a program, ensuring its fit for purpose (Scratch game, Tweet slips for feedback).<br><br>I know why I should use a data logger.<br><br>I can check and question results, able to spot trends and identify problems if they occur.<br><br>I can set up and use a spreadsheet  model to explore patterns and relationships.<br><br>I can ask 'What if' questions. |

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| **Computer Science (Understanding technologies)** | I can make a choice in my use of a device depending on the purpose.  I can explain my choice.<br><br>I know how to access my folder and how the school network works. | I know about specific tools in working life.<br><br>I know about passwords and how important they are (Digital Literacy section) | I can make choices about devices available to me and explain them in relation to a context.<br><br>I know about the school network and how it links computers and resources together. | I can evaluate tools available to me and use them to solve problems.<br><br>I can discuss the outcomes regarding tools and devices.<br><br>I know about filtering and monitoring tools how this can affect our use at school compared to home. |
| **Data Handling (Information, databases and graphs)** | I can use a program that can enter, save and use information on a given subject (Socrates quiz). | I can work as a class or a group to create a data collection and use it to set up a simple database to answer questions.<br><br>I can reflect on how useful the collected data was and whether my questions were answered. | I can work as a class or a group to create a data collection and use it to set up a simple database to answer questions.<br><br>I can reflect on how useful the collected data was and whether my questions were answered. | I can work independently to solve a problem by planning and carrying out a data collection.<br><br>I can organise and analyse data, draw conclusions and present findings.<br><br>I know about Data Protection and the need for data security in the world (Doctors/Police) |