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| **Strand** | **Year R** | **Year 1** | **Year 2** |
|  | **Pupils should be taught to: - use technology safely and respectfully, keeping personal information private; -**  **- 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)**  **Use Jigsaw planning or Digital Matters** | I know that information can be retrieved from computers. | I can keep my password private.  I can tell you what personal information is.  I can tell an adult when I see something unexpected or worrying online.  I can talk about why it’s important to be kind and polite (link to our values).  I can recognise an age appropriate website (red, orange or green).  I can agree and follow sensible e safety rules.  I can contribute to class email to another class/school. | I can explain why I need to keep my password and personal information private.  I can describe things that happen online that I must tell an adult about.  I can talk about why I should go online for a short amount of time.  I can talk about why it is important to be kind and polite online and in real life (Link to values).  I know that not everyone is who they say there are online.  I can work together to compose an email to share and request information from another class/school.  I know about websites and how to manage my journey (back /forward arrow, hyperlink). |
| **Media**  **(Digital images, photos, paint, animation)**  **Use NCCE website** | I can use a device to take an image. | I can work with others and with support contribute to a digital class resource which may include graphics, sound and text.  I can use tools in a Paint package (Tux).  I can edit a picture.  I can record speech (iPad)  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.  I can use tools in a Paint package.  I can edit a picture.  I can create a simple animation (StikBot) |

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| **Strand** | **Year R** | **Year 1** | **Year 2** |
| **Programming/Control**  **(Simulations/adventure games)**    **Use NCCE website** | I can operate simple equipment, like turning on CD player, iPad and use a remote control.  I can complete a simple program on a computer.  I can use ICT hardware to interact with age-appropriate computer software.  I can make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. | I can control everyday devices to make them do different things (Beebots)  I can make simple choices to control a simple simulation program (Minecraft). | I can control a device (or a character) on or off screen.  I can make predictions about the effect my programming will have.  I can plan ahead and debug where necessary.  Minecraft coding  Scratch Junior  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 am interested in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | I know about devices in everyday life.  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.  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.  I can retrieve, save, edit and print my work. |

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| **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)**  **Some of this is covered by RHE and Jigsaw planning** | 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 URL’s.  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. |
| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Media**  **(Digital images, photos, paint, animation)**  **Use NCCE website** | 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.  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.)  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.)  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.  I can create and share sophisticated podcasts and consider the audience. |
| **Programming / Control**  **(Simulations / adventure games)** | I can type a short sequence of instructions.  I can plan ahead when programming devices on and off screen.  I can use a simulation or a model to find things out and solve problems.  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.  I can use a data logger confidently to capture intermittent data readings.  I understand why using computing to collect data can be useful.  I can set up and use a spreadsheet model to explore patterns and relationships.  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).  I know why I should use a data logger.  I can check and question results, able to spot trends and identify problems if they occur.  I can set up and use a spreadsheet model to explore patterns and relationships.  I can ask ‘What if’ questions. |

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| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Computer Science**  **(Understanding technologies)** | I can make a choice in my use of a device depending on the purpose. I can explain my choice.  I know how to access my folder and how the school network works. | I know about specific tools in working life.  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.  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.  I can discuss the outcomes regarding tools and devices.  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.  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.  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.  I can organise and analyse data, draw conclusions and present findings.  I know about Data Protection and the need for data security in the world (Doctors/Police) |