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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 codingScratch 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) |