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| **EYFS** | | | |
| **Digital Citizenship** | **Digital Literacy** | **Computer Science** | **Digital Technology** |
| I can name and recognise different feeling – uncomfortable, embarrassed or upset (linking this to being careful what they watch)  Examples of how I might use technology.  Describe ways that people can be unkind.  I can identify ways to keep myself healthy when using technology. (screen time, exercise, etc)  I can name personal information I shouldn’t share (name, address, birthday) | Mouse skills – move, left click and drag objects (both mouse and mouse pad)  Using a paint package – draw a picture, use different colours, brushes, colour fill (ipad and computer).  Take a picture using a camera or ipad.  Type your name or simple sentence – finding keys on a keyboard. | Name devices that we can control in everyday environments (ipads to light switches)  Experiment with clicking programs and buttons on programs (such as words or paint) and exploring what they do. | I can name parts of a computer and know what they are for (mouse, monitor, printer, keyboard, cd drive, usb, ipad)  I can turn on and shut down a computer and ipad correctly. |

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| **Y1** | | | |
| **Digital Citizenship** | **Digital Literacy** | **Computer Science** | **Digital Technology** |
| I can recognise, online and offline, that anyone can say ‘no’ or ‘please stop’ to somebody who makes them uncomfortable.  I can identify that people can be unkind online and that I should always be kind..  I understand what personal information is and can give examples – linking with checking with a trusted adult.  I can identify who I can talk to if I am feeling worried when online.  I can explain how I feel when I spend too much time online  I can explain rules that keep us safe online and when using technology (link with screen time, inappropriate stuff, social skills) | I can identify where to find the letters and numbers on a keyboard.  I understand how to move to different places in the text using the mouse and arrow keys (understand the line showing where they are writing)  I understand how to use a finger space, capital letters and full stops.  I can write text (simple sentences.  Add an image (using word and piccollage)  .  Summer term - I can use a digital camera on an ipad.  I can explore sounds on a music program or app. | I know and can tell people what an algorithm is (instructions).  I understand that an algorithm needs to be a precise set of instructions.  I can give and follow instructions (both vocally and written – practise giving their own algorithms and write their own). – both using a beebot or in PE or physical based activities.  I can create short algorithm both written and on a program (daisy dinosaur)  I can edit and change an algorithm if I have made a mistake.  I can predict what a simple algorithm can do when I see it. | I can log in and out of a computer independently.  I know simple icons on a screen (internet browser, word, powerpoint, start menu launcher)  I can explain what a password is for and that it protects our information.  I can create a simple password to keep my things safe.  I can use a search engine (google) to find information – link with getting a trusted adult to check and if they feel unsure what they need to do.  I can explain how to use technology to communicate. |

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| **Y2** | | | |
| **Digital Citizenship** | **Digital Literacy** | **Computer Science** | **Digital Technology** |
| I can give examples of issues that might make be sad or uncomfortable and how to get help.  I can give examples of negative behaviour and bullying – how it makes people feel – how to get help.  I can explain how other people’s identities might not be the same as their real life identity – change how they look and their personal information  I can use the internet to communicate and who/why you need to (emails, texts, pictures, video call).  I can example that information online can last a long time and who to talk to when I make mistakes.  I can explain simple guidance for using technology in different environments. | I can use the return key to leave a line break.  I can copy, cut and paste words.  I can use the spell checker and understand what the right mouse button does.  I can insert a table.  I can create a pictogram. | I can write an algorithm that follows several instructions.  I know that programs need an event to begin and use different events.  I understand that a computer follows a precise algorithm.  I understand how repeats work.  I can use logical reasoning to predict an outcome of my algorithm.  I can debug a program independently. | I can explain that passwords keep things safe and create my own password to keep safe.  I can use keywords to find information within a search engine (google)  I can navigate a simple webpage – exploring different buttons, using the forward and back buttons)  Understand that some information online is real or made up.  I understand what a computer is and that a microchip is like the brain within.  I understand that many devices are connected to internet and are often linked to each other. |

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| **Y3** | | | |
| **Digital Citizenship** | **Digital Literacy** | **Computer Science** | **Digital Technology** |
| I understand the term ‘identity’ and that myself and others online can change this – both personal information and picture. (gaming, avatar, social media)  Explain the difference between knowing someone online and in real life.  I can understand why I need to be careful before sharing online.  I can explain the importance of permission when sharing online.  I can explain what online bullying is a create rules to protect myself and others.  Explain why spending too much time on technology can affect our health – addiction (gaming, films, youtube) | I can type a number of sentences using the keyboard.  I can use cut, copy and paste and their attached shortcuts.  I can use bullet points, text boxes, auto shapes and images to design my work.  I can use different table functions – merge, fill, split etc.  I can consider the best font, size and colour to match my context.  I know the difference between save and save as and can save my own work.  I can create a short animation or stop motion. | I can write a simple algorithm to solve a problem.  I can combine multiple simple algorithms to create a more complicated program.  I know a sequence is a list of instructions and that the sequence can be edited to change the outcome.  I can use repeats.  I can predict what an algorithm might do.  I can debug a premade algorithm and my own. I can break an algorithm into smaller parts in order to debug the program. | I can use key phrases within a search engine and autocomplete.  I can explain the difference between a fact, belief and opinion.  I can check information by looking at a second source.  I can give reasons why passwords are important and ideas to create a strong password and keep it safe.  I understand that copying someone else work online is just like stealing.  I understand that the internet can be used to buy and sell things. (amazon, ebay etc) |

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| **Y4** | | | |
| **Digital Citizenship** | **Digital Literacy** | **Computer Science** | **Digital Technology** |
| I can explain that my online and offline identity are different – but they impact each other.  I can describe the positives in using a range of different mediums online (games, films, tv, social) but using it safely.  understand respect and privacy online .  I can identify some online technologies where bullying can occur (social media, apps, text, email) and that bullying can take different forms (image, video, message, audio).  I can think carefully about content I post online can affect others.  I can explain how technology can be distracting – linking this idea with limiting screen time and how to stick to a limit. | I can use excel to record information and edit it to fit the information within it – (currency, colour, cell size)  I can use SUM to work out a set of numbers within a set of cells.  I can use a spreadsheet to create a graph or chart – choosing which would graph would be the most useful – (link with science or maths).  Same objectives as previous groups – but completing these for a purpose within their work and explain why they have done it.  I can plan, storyboard, film and edit a short video. | I can use a sequence or repeats confidently within a program.  I can explain why it is important to use a repeat within a program.  I can create a more complex program using multiple sprites at once.  I can independently detect and debug errors within my program and experiment with a solution.  I can recreate a program that has a purpose. | I can search for information in a wide range of mediums – (images, video, links)  I understand that there are methods to encourage people to buy or click on websites and recognise them online.  I understand that some people I ‘meet’ online are actually computer programs trying to gain information. (spam bots – link this to gaming and roblox.)  I can explain that when lots of people share the same opinion or belief online, does not mean I have to agree/join in or that it is fact.  I can explain how to keep my personal information and password safe online – linking this with the idea that people might trick others by being you to gain this information – link this to keeping it secret and privacy settings.  I have a basic understanding of what the ‘cloud’ is. |

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| **Y5** | | | |
| **Digital Citizenship** | **Digital Literacy** | **Computer Science** | **Digital Technology** |
| I can demonstrate how I can be responsible with my online identity – linking with self-respect similar to real life.  I can describe how I can recognise when someone is upset or being bullied online and what I can do to support that person – (as a friend giving advice and reporting it appropriately) – describe over a range of sites and apps.  I can explain how my online identity can be copied and changed online.  I can explain that there are some people online that may want to harm me or my friends – and that this isn’t our own fault.  I can describe online communities that I am or could be involved in and how I can contribute positively.  I can explain how technology can affect my own life and consider ways to manage that time. | Similar objectives to Year 4 – then understanding how they could edit their work and discuss any changes they have made.  I can draft and redraft my work – replacing, deleting and adding in words to improve my work.  I can look at websites or other documents to recognise features of a good page design and whether it is suitable for the audience.  I can prepare and collect my own information and decide the most appropriate graph to fit.  Summer 2 - I can create a short film – considering camera angles, light – adding titles, credits and special effects.  I can edit and review my work to better fit the purpose. | I can plan and create an algorithm to use conditional statements such as if and when.  I can detect and debug more complex algorithms.  I can use the selection tools to create a quiz.  I can add a variable such as scoring.  I can add multiple elements into one program. | I understand that some information could be false online but that is could be accidental (mis-information) or on purpose (disinformation).  I understand what the meaning of the word ‘sceptical’ is and why it is important that you are sceptical online.  I can explain what a hoax is – and explain why you need to be careful before sharing information online.  Discuss the idea of in-app purchases and how easy it can be to buy things within apps. (link this with gaming – cheap to try and entice you but the cost will add up)  I can identify the internal parts to a computer – RAM memory, processor motherboard – what they do and that they are in more devices)  I can explain and identify parts across different pieces of technology. |

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| **Y6** | | | |
| **Digital Citizenship** | **Digital Literacy** | **Computer Science** | **Digital Technology** |
| I can explain how something I share online can impact others both positively and negatively – understanding my online reputation.  I can explain how I can appropriately report and capture evidence of problems online for me and my friends. Understanding that I should ask for help until I get it.  I can identify and evaluate online content relating to age, gender, race, religion, disability, etc.  Understand how online content can be designed to gain money or information illegally – phishing and scams – and increasing privacy on apps  I understand common systems to regulate age related content (games and films) and why they are in place.  Understand different ways I can limit the effect of technology on my health (night shift mode, breaks, posture, etc) | To continue from the previous year groups – combing knowledge and skills in both excel and word processing in order to create content to fit a purpose.  Children to create a multimedia presentation – using sounds, music, videos – for a specific purpose. | I can use conditional statements and repeats to create a game that I have designed.  I know and can change variables within program (score or timer) | I can explain how search results are selected and ranked within search engines.  I can explain why some people present facts, opinions or beliefs online and recognising the difference.  I understand how facts can be validated and how to use others sources to achieve this – reporting false information.  The importance of having different passwords – linking with importance of the service.  I know what to do if my password is lost or stolen.  I understand what app permissions are and why to read them carefully before agreeing.  I understand the history of computers.  Consider the future of technology. |