



	Year 1	Year 2
Mandatory Skills	<ul style="list-style-type: none"> • I can do the basics with technology. • I can take a good quality photograph and video on an iPad/digital camera. 	<ul style="list-style-type: none"> • I can save, share and retrieve my digital work. • I can use technology to organise and present my ideas
Computer Science	<ul style="list-style-type: none"> • I can follow a simple algorithm and create a simple science sequence algorithm using symbols that solve a problem. • I can independently debug simple sequence errors in a program using a digital device. • I can use logical reasoning to predict the behaviour of simple programs. 	<ul style="list-style-type: none"> • I can plan out an algorithm with a sequence of commands to carry out specific tasks. • I can identify 'bugs' in computer programs and use the term debug in context. • I can create a simple repeat loop. • I can create a simple game program. • I can predict the outcome of a sequence of blocks in different software. • I can understand that programs execute by following precise and unambiguous instructions.
Information Technology	<ul style="list-style-type: none"> • I can use technology to create and present my ideas. • I can organise and store my digital work. • I can collect and sort data. • I can use technology to retrieve digital content. • I can create with technology. E.g. Video 	<ul style="list-style-type: none"> • I can use design and formatting to enhance my digital work. • I can create digital content with technology. E.g. Video, animation, 3D. • I can collect and record data purposefully.

Digital Literacy	<p>I can recognise the ways we use technology in our classroom, my home and community.</p> <ul style="list-style-type: none"> • I understand something online may upset and know where to find help if anything does. • I can communicate politely via the internet. • I understand that once something is posted you lose control of it. • I can describe how to behave online in ways that do not upset others and can give examples. • I know the rules of using technology at home or in school. • I can explain what personal information is and give examples of it. • I am aware that content online is owned by the person that created it. 	<ul style="list-style-type: none"> • I can give examples of how technology is used to communicate beyond school. • I understand that some things online may upset me and that I cannot trust everyone online. • I can use online services to communicate safely. (Online Relationships). • I understand that once something is posted you lose control of it and know how to get help if I need to. (Online Reputation). • I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying). • I know the rules of using technology at home or in school. (Health well being). • I can explain what personal information is and understand the need for passwords to protect it (Privacy and Security). • I can recognize common uses of information technology beyond school.
Key milestones	<p><u>By the end of Key Stage 1 the main milestones all children should have made are:</u></p> <ul style="list-style-type: none"> ➤ To log on and off devices and to have basic keyboard and mouse skills. ➤ To use technology safely and respectfully knowing to keep personal information private. ➤ To know where to go to for help and support when there are concerns about content online. ➤ To understand what an algorithm is and to create/debug simple sequences in a range of programs. 	

	Year 3	Year 4
Mandatory Skills	<ul style="list-style-type: none"> • I can troubleshoot when something doesn't appear to be working with my device. • I can discuss different types of digital content and file types. 	<ul style="list-style-type: none"> • I can label the different types of input connections on devices. • I can explain common file types.

Computer Science	<ul style="list-style-type: none"> • I can plan, create and debug programs. • I can use decomposition to help me solve computing problems. • I can use sequence, selection, repetition and variables in programs • I can work with various forms of input and output. • I can use logical reasoning to predict and correct errors in algorithms and programs. • I can explain how the internet works. • I can explain how a search engine works. 	<ul style="list-style-type: none"> • I can design an algorithm to simulate a real-life situation. • I can solve an open-ended problem by breaking it up into smaller parts. • I can design and write a program for a given purpose including specific programming features. • I can test existing programs to see how they could be improved.
Information Technology	<ul style="list-style-type: none"> • I can improve the quality and presentation of my work. <ul style="list-style-type: none"> 11. I can create with technology. E.g. Video, animation, 3D. • 12. I can collect, analyse, evaluate and present data and information. • 13. I can use advanced search tools. 	<ul style="list-style-type: none"> • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create with technology. E.g. Video, animation, 3D. • I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying). • I can understand computer networks including the internet. • I can understand how the world wide web offers opportunity for communication and collaboration.
Digital Literacy	<ul style="list-style-type: none"> • I know how to use the internet. • I can analyse information and make accurate searches. • I understand the need for copyright and the consequences of ignoring it. • I am aware of what I should be sharing online and where to go for help if I need it. • I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. • I can explain what bullying is and know where to go for help. • I understand the impact technology can have on my health, well - being and lifestyle. • I know who I should be sharing information with and how to keep my data secure. • I understand the term identity and I can take appropriately. 	<ul style="list-style-type: none"> • I can collaborate online to create digital content. • I can evaluate information presented to me to make informed choices about what is Fake News. • I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships). • I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image). • I am aware others can find information out about me by searching online. (Online Reputation). • I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying). • I understand the impact technology can have on my health, well being and lifestyle. (Health well being). • I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security).

Key milestones	<p><i>By the end of Year 4 the main milestones all children should have made are:</i></p> <ul style="list-style-type: none"> ➤ Ensuring technology is used responsibly and respectfully, knowing what unacceptable behaviour is. ➤ Knowing who to go to for support and who to raise concerns with. ➤ Being able to design, write and debug programs/ being able to decompose them into smaller parts. ➤ Collecting, analysing and evaluating data using a range of software. ➤ To be able to save and retrieve saved work.
-----------------------	--

	Year 5	Year 6
Mandatory Skills	<ul style="list-style-type: none"> • I can make a QR codes that links to my own work. • I can film and produce a short video 	<ul style="list-style-type: none"> • I can collaborate to create digital content. • I can create a consistent design for my presentation, and present to others.
Computer Science	<ul style="list-style-type: none"> • I can decompose a problem, design an algorithm and use this to write a program. • I can design and write a program linked to physical systems and sensors. • I can use variables, conditional statements, procedures & repeat commands to improve programs. • I can use logical reasoning to detect & debug a program. • I can explore networks and internet traffic. • I can translate binary numbers to decimal. • I can create a basic web page using HTML 	<ul style="list-style-type: none"> • I can design, plan & create a complex programs. • I can test, debug and modify a program to improve it. • I can write a program using a text based programming language. • I can use logical reasoning to detect and correct errors in algorithms and programs. • I understand how computer networks work, including the internet. • I can talk about the way search results are selected and ranked.

Information Technology	<ul style="list-style-type: none"> • I can record and produce a podcast / audio clips. • I can use unfamiliar technology to create content. • I can improve the quality and presentation of my work. • I can use a spreadsheet to collect and record data. 2F • I can use a search engine and I am aware that not everything I read online is correct. 	<ul style="list-style-type: none"> • I can create and combine a range of media in order to produce digital content. • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create a digital storyboard to plan a project or investigation. • I can talk about audience, atmosphere and structure when planning a particular outcome. • I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions
Digital Literacy	<ul style="list-style-type: none"> • . I can access school email and can send emails to classmates and teacher. I can create a subject specific vlog and understand the potential risks of sharing content online. • I can collaborate to develop & improve work • I can search for someone online and create a summary report about that person. • I understand the need for copyright and the consequences of ignoring it • I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. • I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. • I understand the impact technology can have on my health, well being and lifestyle. • I can create a strong password and understand the real cost of some apps. • I am aware that my identity can be copied by other users and take appropriate precautions. 	<ul style="list-style-type: none"> • I can explain how to protect my computer or device from harm on the Internet. I understand the need for copyright and the consequences of ignoring it. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I am aware of the ways in which the media can shape our ideas about appearance. • I am aware that if I need help I keep asking for it until I get help. • I am aware of the need for positive online relationships and I am mindful of others feelings at all times • I understand I need to create a positive online reputation. • I know how to capture evidence of online bullying and how to report it. • I know how to keep my data private and secure. • I understand the impact technology.

Key Milestones

By the end of Year 6 the main milestones all children should have made are:

- Knowing the severe effects of online bullying and knowing how to report concerns to an adult.
- To be able to use a search engine and be aware that not everything you read online is correct and that other people may be attempting to influence my opinions.
- To write a program using a text-based programming language and to test, debug and modify a complex program to improve it.
- Evaluating and using logical reasoning to detect and correct errors in algorithms and programs.