

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy: Internet Safety and Operational Core Skills							
Self-image and Identity	<i>I know that being on-screen is different to real life.</i>	<i>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</i>	<i>I can describe ways in which people might make themselves look different online.</i>	<i>I can describe ways in which media can shape ideas about gender.</i>	<i>I can explain how my online identity can be different to the identity I present in 'real life'.</i>	<i>I can explain how identity online can be copied, modified or altered.</i>	<i>I can explain how I can represent myself in different ways online.</i>
Online relationships	<i>I recognise that people can talk to each other using technologies.</i>	<i>I can recognise some ways in which the internet can be used to communicate.</i>	<i>I can explain some risks of communicating online with others I don't know well.</i>	<i>I can explain how my and other people's feelings can be hurt by what is said or written online.</i>	<i>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</i>	<i>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</i>	<i>I can demonstrate how I would support others (including those who are having difficulties) online.</i>
Online reputation	<i>I can talk about different types of information on the internet, e.g. pictures / text / video.</i>	<i>I can describe what information I should not put online without asking a trusted adult first.</i>	<i>I can explain how information put online about me can last for a long time.</i>	<i>I know who I should ask if I am not sure if I should put something online.</i>	<i>I can describe how others can find out information about me by looking online.</i>	<i>I can describe ways that information about people online can be used by others to make judgments about an individual.</i>	<i>I can describe some simple ways that help build a positive online reputation.</i>

Online bullying	I know that people can be kind, or might be unkind, online.	I can describe how to behave online in ways that do not upset others	<i>I can describe rules about how to behave online and how I follow them.</i>	I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can explain how I would report online bullying on the apps and platforms that I use.	I can identify a range of ways to report concerns both in school and at home about online bullying.	
Managing online information	<i>I can use, talk about or read different on-screen programs, pictures, stories or information.</i>	<i>I can identify devices I could use to access information on the internet.</i>	<i>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</i>	<i>I can evaluate digital content and can explain how I make choices from search results.</i>	<i>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</i>	<i>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</i>	<i>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</i>
Health, well-being and lifestyle	<i>I can talk about the difference between activities that are online or offline.</i>	<i>I can explain rules to keep us safe when we are using technology both in and beyond the home.</i>	<i>I can create rules for using technology safely</i>	<i>I can identify situations when I might need to limit the amount of time I use technology.</i>	<i>I can describe ways technology can affect healthy sleep and can describe some of the issues.</i>	<i>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</i>	<i>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</i>
Privacy and security	<i>I can talk about trusting people (e.g. parents, teachers).</i>	<i>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</i>	<i>I can explain why I should always ask a trusted adult before I share any information about myself online.</i>	<i>I can describe simple strategies for creating and keeping passwords private.</i>	<i>I can explain how internet use can be monitored.</i>	<i>I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</i>	<i>I can compare and evaluate different methods of online communication</i>

Copyright and ownership	<i>I know that work I create belongs to me.</i>	<i>I can name my work so that others know it belongs to me.</i>	<i>I can recognise that content on the internet may belong to other people.</i>	<i>I can explain why copying someone else's work from the internet without permission can cause problems.</i>	<i>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</i>	<i>I can demonstrate the use of search tools to find and access online content which can be reused by others.</i>	<i>I can recognise the implications of linking to (and using) content owned by other people</i>
Operational Core Skills	<i>I can use hand-eye coordination to operate devices such as touch-screens</i>	<i>I can use apps or websites to aid my learning</i> <i>I can save and retrieve work that I have produced (includes auto-save)</i> <i>I can move a cursor with the trackpad and click on an icon</i>	<i>I can type and edit basic text</i> <i>I can use two-finger scrolling on a touchpad</i> <i>I can use the shift key to create capital letters</i>	<i>I know how to search for items on the internet</i> <i>I can type confidently and independently</i> <i>I can type basic punctuation correctly within on-screen writing (spaces, commas, full stops, question marks)</i> <i>I can perform a two-finger click or right-click to access additional options</i>	<i>I can type to achieve specific goals, including accurate punctuation</i> <i>I can check and correct my spellings digitally</i> <i>I can successfully use multiple apps or web browser tabs at the same time</i>	<i>I can edit and improve on-screen writing, including digital thesaurus use</i> <i>I can combine a variety of software (programs that run on computers) to accomplish given goals</i>	<i>I can re-order on-screen sentences for clarity, purpose and effect</i> <i>I can type at speed with accurate spelling and correct use of punctuation conventions</i>
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Information Technology: Knowledge & Understanding and Multimedia & Sound

Knowledge & Understanding	<i>I can talk about technology, using pictures and memory recall</i> <i>I can explore apps on a touchscreen, large interactive</i>	<i>I can identify examples of technology in the classroom</i> <i>I can place items into groups (e.g. these shapes are all red)</i> <i>I can decide on labels for groups (e.g. these shapes all have four sides)</i>	<i>I can identify the major parts of digital devices (e.g. keyboard, screen, power, batteries, touchscreen)</i> <i>I can identify information technology in the school, home, and beyond</i> <i>I can enter data into a computer system</i>	<i>I can identify networked devices around me (e.g. networked printer, wireless laptop)</i> <i>I can identify inputs and outputs of common computing devices (e.g. inputs: keys on a keyboard, temperature sensor, tilting a device; outputs: screen display, printer)</i>	<i>I can recognise that the world wide web is part of the internet</i> <i>I understand that the global interconnection of networks is the internet</i> <i>I can use a digital device to collect data automatically</i>	<i>I can explain that a search engine uses web crawlers to create an index</i> <i>I can explain that a search engine follows rules to rank results</i> <i>I understand that emails and other digital communications can be sent and received</i>	<i>I can collect data and enter it into a spreadsheet</i> <i>I can recognise that data can be calculated using different operations</i> <i>I can apply a formula to calculate the data I need to answer questions</i>
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	screen or laptop device.		<p>I can use a computer to present data</p> <p>I can find answers to questions by looking at data</p>	<p>I can use technology to organise and manipulate digital content</p> <p>I can create questions with yes / no answers to categorise objects</p> <p>I can retrieve information from different levels of a branching database</p>	<p>I can choose how often to collect data samples</p>	<p>from various types of digital device</p> <p>I can choose multiple criteria to search data to answer a given question (AND and OR)</p> <p>I can choose which attribute to sort data by to answer a given question</p> <p>I can choose an appropriate graph to visually compare data</p>	<p>I understand that computer systems transfer information over networks in data packets</p> <p>I understand that connections between computers allow us to work together</p>
<p>Multimedia and Sound</p>	<p>I can experience and talk about pictures, video and sound that are viewed through digital devices</p>	<p>I can use an app or website to make graphical marks or pictures</p>	<p>I can use technology to capture (e.g. with an iPad) and manipulate (position, re-size, rotate) photos</p> <p>I can create and adjust audio using digital technology</p>	<p>I can design and create an animation (e.g. stop-frame animation on an iPad)</p> <p>I can recognise that different font styles and effects are used for particular purposes</p>	<p>I can plan for a podcast or music production</p> <p>I can record and edit sound using digital technology as part of a podcast or music production</p> <p>I can edit images for purpose</p> <p>I can manipulate and adjust images for a particular purpose</p>	<p>I can edit video, bringing together different media elements (e.g. stills, video, captions and sound) to produce an effective final product</p> <p>I can create a vector drawing that is comprised of lines and shapes of different colours</p> <p>I can resize, duplicate, rotate and align objects in vector drawings</p> <p>I can use grouping and layers in my vector drawing</p>	<p>I can recognise the common features of a web page</p> <p>I can devise my own web design which contains navigation paths (menus, hyperlinks etc.)</p> <p>I can recognise the difference when working with 3D objects in comparison to 2D shapes</p> <p>I can produce a 3D model and decide how it can be improved (e.g. using Tinkercad)</p>

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Computer Science: Programming, including Controlling Hardware							
Programming, including Controlling Hardware		<p>Espresso Coding: <i>Block level 1 - 'On the move'</i> I can understand and create algorithms (role play and on paper).</p> <p><i>Block level 1 - 'Simple inputs'</i> I understand that computer programs run by following precise instructions.</p> <p><i>Micro:bit Project:</i></p>	<p>Espresso Coding: <i>Block level 2 – 'Buttons & Instructions'</i> I can predict the behaviour of simple programs.</p> <p>I can create and run a program.</p> <p><i>Block level 2 – 'Different sorts of inputs'</i> I can debug (find and fix a problem) within a simple program.</p> <p><i>Micro:bit Project:</i></p>	<p>Espresso Coding: <i>Block level 3 – 'Conditional events'</i> I can identify that sprites can be controlled by commands that I choose.</p> <p>I can debug errors across a sequence of code.</p> <p><i>Block level 3 – 'Sequence and animation'</i> I can create a sequence of connected commands.</p> <p><i>Micro:bit Project:</i></p>	<p>Espresso Coding: <i>Block level 4 – 'Introduction to variables'</i> I can create variables within my programs.</p> <p>I can identify the inputs of common computing devices.</p> <p>I can identify the outputs of common computer devices.</p> <p><i>Block level 4 – 'Repetition and loops'</i> I can use repetition in my programs.</p> <p>I can decompose a programming problem into smaller parts.</p> <p><i>Micro:bit Project:</i></p>	<p>Espresso Coding: <i>Block level 5 – 'Random numbers and simulation'</i> I can write code that performs calculations with variables (e.g. every time a coin is collected, add one point to the score).</p> <p>I can create code that acts on multiple inputs.</p> <p><i>Block level 5 – 'Speed, direction and coordinates'</i> I can program and debug multiple functions on programmable hardware.</p> <p>I can decompose (break into smaller chunks) a programming problem.</p> <p><i>Micro:bit Project:</i></p>	<p>Espresso Coding: <i>Block level 6 – 'More complex variables'</i> I can identify examples of information that is variable. I can use variables of my own creation within my programs.</p> <p><i>Block level 6 – 'Object properties'</i> I can use a random function in my code for purposeful effect.</p> <p><i>Micro:bit Project:</i> I can program and debug multiple functions on programmable hardware.</p>