

	Online Safety	Presenting Information	Manipulating Data	Coding	Computer Skills
EYFS					Children: • Use a mouse to select icons • Drag and drop with a mouse • Frame and take photos • Use a keyboard • Use touchscreens
Year 1	Children: • can log in to Purple Mash using their own login. • have created their own avatar and understand why they are used. • can add their name to a picture they created on the computer. • are beginning to develop an understanding of ownership of work online • can talk about what they do online • can say what are/ are not appropriate ways to behave online • understand what is meant by 'technology'. • have considered types of technology used in school and out of school.	Children: • know the difference between a traditional book and an e-book. • can use the different drawing tools to create a picture on the page. • can add text to a page. • can open previously saved work. • can add an animation to a page. • can play the pages created. • can save changes and overwrite the file. • can add a sound to the page. • can add voice recording to the page. • can create music for a page. • can add a background to the page. • can use the additional drawing tools on My Story mode. • can change the font style and size. • can share their e-books on a class story book display board.	Children: • can sort various items offline using a variety of criteria. • have used Purple Mash activities to sort various items online using a variety of criteria. • can discuss and illustrate the transport used to travel to school. • can contribute to the collection of class data. • have used these illustrations to create a simple pictogram. • can contribute to a class pictogram. • can discuss what the pictogram shows. • can collect data from rolling a die 20 times and recording the results. • can represent the results as a pictogram.	Children: • understand what instructions are. • predict what will happen when instructions are followed • understand that computer programs work by following instructions called code • use code to make a computer program. • understand what objects and actions are. • understand what an event is. • use an event to control an object.	• Logon to computer, chromebook and ipad • Type known words • Save to a preset location • Select required drawing tools • Open programs with double click

Year 2	Children: - can explain what a digital footprint is. - can give examples of things that they would not want to be in their digital footprint. - can identify the basic parts of a web search engine search page. - have learnt to read a web search results page. - can search the Internet for answers to a quiz	Children: - have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. - know that digital content can be represented in many forms. - have made a quiz about a story using 2Quiz. - can talk about their work and make improvements to solutions based on feedback received. - can use a variety of software to manipulate and present digital content and information. - can collect, organise and present data and information in digital content. - can create digital content to achieve a given goal by combining software packages.	Children: - understand that the information on pictograms cannot be used to answer more complicated questions. - have used a range of yes/no questions to separate different items. - understand what is meant by a binary tree. - have designed a binary tree to sort pictures of children. - understand that questions are limited to 'yes' and 'no' in a binary tree. - understand that the user cannot use 2Question to find out answers to more complicated questions. - have matched 2Simple item pictures to names using a binary tree. - understand what is meant by a database. - have used a database to answer simple and more complex search questions	Children: - can explain what coding is. - know that for the computer to make something happen, it needs to follow clear instructions. - can create a program using code blocks. - can use object and action code blocks - can create a program using code blocks. - can use event, object and action code blocks. - can explain that an algorithm is a set of instructions. - can describe the algorithms they created. - can explain that for the computer to make something happen, it needs to follow clear instructions. - can plan an algorithm in which objects interact by colliding. - can create a program using collision detection. - read blocks of code and predict what will happen when it is run	- Login to personal accounts - Login to accounts from home - Type capital letters and punctuation marks - Open the internet - Type in suitable search terms - Switch between image/website results - Use right click to select copy/paste - Send messages to teacher - Respond to messages from teacher - Use Undo button when needed
Year 3	Children: - understand what makes a good password for use on the Internet. - are beginning to realise the outcomes of not keeping passwords safe - can contribute to a concept map of all the different ways they know that the Internet can help us to communicate - have contributed to a class blog with clear and appropriate messages - understand that passwords help to limit who can see personal / private /	Children: - know what Google Slides is. - know how to open Google Slides. - can add text and format it. - can change the design of the slides. - can insert a new slide. - can insert pictures. - can edit pictures. - can insert video - can use animations in a presentation. - can use transitions in a presentation.	Children: - understand how YES/NO questions are structured and answered. - have used YES/NO questioning to play a simple game with a friend. - can explain why they choose a particular question to split their database - can begin to use 'or more' and 'or less' in their questioning - have contributed to a class branching database about fruit.	Children: - can explain what coding is. - know that for the computer to make something happen, it needs to follow clear instructions. - can create a program using event, object and action code blocks. - can explain what events, objects and actions do in a program. - can explain that an algorithm is a set of instructions. - can describe the algorithms they created.	- Join virtual rooms by entering a code - Open and hand in tasks in Google Classroom, J2e and Purple Mash - Work on a task over time, opening, saving and editing - Close and log out of accounts

	- confidential information. - can identify some physical and emotional effects of playing/watching inappropriate content/games. - relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.		- have completed a branching database about vegetables. - can edit and adapt a branching database to accommodate new entries. - can set up a graph with a given number of fields. - can enter data for a graph. - can produce and share graphs made on the computer - have solved a maths investigation - can present the results in a range of graphical formats - can use the sorting option to make analysis of their data easier	- can explain that for the computer to make something happen, it needs to follow clear instructions. - can plan an algorithm that includes collision detection. - can create a program using collision detection. - read blocks of code and predict what will happen when it is run. - can plan an algorithm that includes sensor detection - can create a program using sensor detection. - read blocks of code and predict what will happen when it is run	
Year 4	Children: - know that security symbols such as a padlock protect their identity online - know the meaning of the term 'phishing' and are aware of the existence of scam websites. - can explain what a digital footprint is and how it relates to identity theft. - can give examples of things that they would not want to be in their digital footprint. - can analyse the contents of a web page for clues about the credibility of the information.	Children: - can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text. - can use text formatting to make a piece of writing fit for its audience and purpose. - can role-play the job of a journalist in a newsroom. - can interpret a variety of incoming communications and use these to build up the details of a story. - can use the incoming information to write their own newspaper report.	Children: - can use the number formatting tools within 2Calculate to appropriately format numbers. - can add a formula to a cell to automatically make a calculation in that cell. - can use the timer, random number and spin button tools. - can combine tools to make fun ways to explore number. - can use a series of data in a spreadsheet to create a line graph.	Children: - can explore different blocks - can use a background and objects to create a scene. - can plan an algorithm for their scene - can create a program that includes an IF statement. - can make use of the X and Y properties of objects in their coding. - can create a program that includes an IF statement. - can read code that includes repeat until and IF/ ELSE and explain how it works. - can create a program that includes an IF/ ELSE statement. - can interpret a flowchart that depicts an IF/ ELSE statement. - can explain what a variable is in programming. - can create and use variables when programming.	- Add devices via USB or Bluetooth - Manipulate a virtual 3d image to work on it - Post work to the internet - Comment online in a safe, respectful manner - Trim and rearrange video clips - Create Picollages to support science - Know the layout of a keyboard well enough to type at speed

				- Design a program with a specific goal - Explore how to use sequence, selection and repetition in a program - Design and debug a program with a specific goal - Solve a problem by breaking it down into smaller parts	
Year 5	Children: - think critically about the information that they share online both about themselves and others. - know who to tell if they are upset by something that happens online. - can use the SMART rules as a source of guidance when online.	Children: - know what a word processing tool is for. - will be able to create a word processing document, altering the look of the text and navigating around the document. - know how to add images to a document. - know the correct way to search for images that they are permitted to reuse. - know how to attribute the original artist of an image. - can edit their images within Docs to best present them alongside text. - understand wrapping of images and text. - can add appropriate text to their document, formatting in a suitable way. - can use bullet points and numbering - can add hyperlinks to places in the document and to an external website. - can share their documents with selected users. - understand the different permissions when sharing in Google docs. - can share using a share link. - can create a vector drawing in their document. - can add tables to present	Children: - understand the different ways to search a database. - can search a database to answer questions correctly. - can design an avatar for a class database. - can successfully enter information into a class database. - can create their own database on a chosen topic. - can add records to their database. - know what a database field is and can correctly add field information. - understand how to word questions so that they can be effectively answered using a search of their database.	Children: - can explore different blocks. - can plan an algorithm - can use inputs - can use variables in their code. - can create a simple playable game. - can identify and correct bugs - can explain what their code does - can code from a flowchart - can improve code with their own algorithms	- Set up and create a video with a green screen image superimposed - Use google account to create quizzes, Kahoots and web pages

		- information. - can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns. - can use the spelling and grammar tools built into Google docs. - know how to save a document as a pdf and the reasons for doing this			
Year 6	Children: - understand how what they share impacts upon themselves and upon others in the long-term. - Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander	Children: - can describe what a text adventure is. - can map out a story-based text adventure. - know how to add images to a document - can add hyperlinks - can use animations in a presentation. - can use transitions in a presentation. - can test and improve their text adventure - Share their text adventure on Google classroom as a presentation, not a working document	Children: - can explain what rows and columns are - can enter data into cells. - can describe and find a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. - can create a table of data on a spreadsheet. - can use the number formatting tools within 2Calculate to appropriately format numbers. - can use the formula wizard to write a formula for a cell to automatically make a calculation in that cell. - can create a table of data on a spreadsheet. - can use a spreadsheet program to automatically create charts and graphs from data. - can type into the formula bar to create formulae for cells. - can create a formula in a spreadsheet to convert m to cm. - can apply this to creating a spreadsheet that converts miles to km and vice versa. - can make practical use of	Children: - can describe what code does as an algorithm - can be creative with the way they code to generate novel visual effects - can plan a program which includes a timer and a score. - can follow their plans to create a program. - can use If...Then statements - can debug when things do not run as expected. - can experiment with code blocks to achieve an effect - can debug a program - can write code that uses If...Then statements - write code that uses sensor inputs	Independently: - Connect devices - Use augmented reality - Work in virtual reality - Blog - Carry out video editing - Supporting other subject - Film in green screen - Music making

			a spreadsheet to help them plan actions. • can use the currency formatting in 2Calculate. • can use a spreadsheet to work out the area and perimeter of rectangles. • can use these calculations to solve a real life problem.		
--	--	--	---	--	--