

Year 1

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
|  | Computer Science  | Information Technology  | Digital Literacy   | Computer Science  | Information Technology  | Digital Literacy   |
|  |   |   |  |   |   |  |
|  | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> |
|  | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    |

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| Computer Science   | Information Technology   | Digital Literacy  | Computer Science   | Information Technology   | Digital Literacy   |
| Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship  | Digital citizenship  | Digital citizenship  |
| <p>To drag and drop on a simple programme using touch</p> <p>To drag and drop for a purpose i.e. signing in at group time</p> <p>To begin to understand moving forwards and backwards</p> <p>Operates mechanical toys, e.g. turns knob on wind-up toy or pulls back on a friction car</p> <p>Knows how to operate simple equipment</p> | <p>To be able to turn on a range of devices</p> <p>To take part in making a technology word map</p> <p>Can use specific keys on a keyboard to cause an effect</p> <p>Can use a single button mouse as a cause and effect input device</p> <p>Can open specific applications on a tablet</p> <p>Can select a specific area on a touch screen to cause an effect</p> | <p>Shows interest in toys with buttons, flaps and simple mechanisms, beginning to learn how to operate them</p> <p>Uses a tablet or interactive whiteboard for mark making activities using their finger</p> <p>Shows an interest in real objects such as cameras and mobile phones, attempting to use functionally</p> | <p>To begin to understand cause and effect when a button is pressed an action happens</p> <p>To begin to use a switch or touch to cause a purposeful event</p> <p>To move the easi cars forwards and backwards</p> <p>To move the easi cars to set location.</p> | <p>Uses arrow keys on keyboard to control movement on the screen</p> <p>With support investigate technology around them i.e. light room, interactive whiteboard , battery toys</p> <p>To be able to turn on a range of devices</p> | <p>Uses a tablet or interactive whiteboard for mark making activities using a pen</p> <p>Can change brushes, colours and stamps using art programs</p> <p>Shows an awareness that text and images on a computer can be printed out</p> <p>Experiment with simple sound and video editing programs</p> <p>When playing back recorded media, show an understanding of play, pause and stop buttons</p> |
| <p><u>Digital Citizenship</u></p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> <p>To know how to turn something off I do not like</p> <p>To complete a word map of people who can help me</p>  | <p><u>Digital Citizenship</u></p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> <p>To know how to turn something off I do not like</p>  | <p><u>Digital Citizenship</u></p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> <p>To know how to turn something off I do not like</p> <p>To participate in safer internet day</p>   | <p><u>Digital Citizenship</u></p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> <p>To know how to turn something off I do not like</p>  | <p><u>Digital Citizenship</u></p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> <p>To know how to turn something off I do not like</p>  | <p><u>Digital Citizenship</u></p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> <p>To know how to turn something off I do not like</p>  |

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| Computer Science   | Information Technology   | Digital Literacy  | Computer Science   | Information Technology   | Digital Literacy  |
| Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship  | Digital citizenship  | Digital citizenship   |
| <ul style="list-style-type: none"> <li>To drag and drop using a mouse</li> <li>to use control toys like remote control cars or Beebots</li> <li>to know the names of technology they encounter at home and school (e.g. role play toys, photocopiers, automatic doors, dismantling old phones and laptops etc.)</li> <li>Complete an appropriately challenging program with multiple steps on the computer independently</li> <li>Use simple programming tools on the computer requiring the input of a series of instructions</li> <li>Show awareness that ICT sources e.g. the internet can be used to find things out</li> </ul> <p><u>Digital Citizenship</u><br/><u>Focusing on 'telling an adult when we see something we don't like on the internet'</u></p> <p>- to learn to be e-safe from an early age. ,</p> <p>to know to tell an adult if they see something rude or scary</p> <p>Additionally, and importantly, this will be alongside and with the involvement of parents and carers at home. Listen to young children talking about their online world and use this overheard talk to engage with them and find out more about their practice and behaviour.</p> | <ul style="list-style-type: none"> <li>to know how technology has changed over time and how it differs across cultures by sharing artefacts, photos and videos, and asking others.</li> <li>To name devices they can control</li> <li>Can use a single button mouse, showing an awareness that they are controlling the cursor on screen</li> <li>To name parts of a computer i.e. screen, keyboard</li> <li>To know some devices use batteries and some use mains</li> <li>Explores changing text size, style and colour using appropriate software</li> <li>Experiment with editing images</li> </ul> <p><u>Digital Citizenship</u><br/><u>Focusing on 'telling an adult when we see something we don't like on the internet'</u></p> <p>- to learn to be e-safe from an early age. ,</p> <p>to know to tell an adult if they see something rude or scary</p> <p>Additionally, and importantly, this will be alongside and with the involvement of parents and carers at home. Listen to young children talking about their online world and use this overheard talk to engage with them and find out more about their practice and behaviour.</p> | <p>to explore mark making programs on screens, tablets or interactive whiteboard to experiment and communicate their ideas.</p> <p>to Interact with adults and their peers and explore their environment using multimedia equipment, including digital and video cameras, microscopes, webcams and visualisers to capture still and moving images.</p> <p>To, with help, they will play back their captured recordings, demonstrating confidence and increasingly in control.</p> <p>To explore ways of making and listening to sounds using simple programs, apps and devices, e.g., karaoke machines, music mats</p> <p>Produce simple pictograms representing data that they have collected</p> <p>Begin to gather data and enter it onto a simple computer program</p> <p><u>Digital Citizenship</u><br/><u>Focusing on 'telling an adult when we see something we don't like on the internet'</u></p> <p>- to learn to be e-safe from an early age. ,</p> <p>to know to tell an adult if they see something rude or scary</p> <p>Additionally, and importantly, this will be alongside and with the involvement of parents and carers at home. 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|  |  |  |   |  |  |   |
|  | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> |
|  | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    |

## Year 2

| Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|--|---|---|--|---|---|
| Helping Hands  | Celebrate good times  | Super me  | Circle of life   | The whole world in our hands  | Imagination Station   |
| Computer Science   | Information Technology  | Digital Literacy  | Computer Science   | Information Technology  | Digital Literacy  |
| Digital citizenship  | Digital citizenship   | Digital citizenship   | Digital citizenship  | Digital citizenship   | Digital citizenship   |
| <p>Computer Science</p> <p>To experience a real life algorithm and to use their preferred communication method to say 'algorithm'. E.g. making a sandwich</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p> <p>Digital Citizenship</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> | <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p> <p>To communicate about their use of ICT using their preferred method.</p> <p>To access a school account with support i.e. PurpleMash or education city.</p> <p>To log onto school laptops with support</p> <p>To begin to save a file with support.</p> <p>Digital citizenship:</p> <p>To recognise when somebody is being unkind online</p> <p>To talk about rules to keep us safe when using technology in school</p> | <p>To use a keyboard or touch screen to select letters and/or images for their own names</p> <p>To begin explore using an art software to create a picture i.e. 2paint</p> <p>To explore ways of listening to and making sounds using simple programs, apps and devices i.e. sound buttons, PurpleMash or voice recorder.</p> <p>Digital citizenship:</p> <p>To know some things use the internet and some don't.</p> <p>To identify websites I can use safely.</p> <p><b>To participate and engage with activities around Safer Internet Day</b></p> | <p>Computer Science:</p> <p>To create a simple algorithm to make a robot move forwards and backwards.</p> <p>To explore BeeBot and understand it needs instructions to go</p> <p>To create a very simple set of unplugged instructions with support.</p> <p>Digital citizenship</p> <p>To begin to choose equipment and software for a familiar activity [for example using a writing with symbols programme to send a message home]</p> | <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p> <p>To respond to simple instructions to control a device i.e. accessing equipment in the light room, copying their favourite learning, using a digital camera with support.</p> <p>To communicate about their use of ICT using their preferred communication method.</p> <p>Digital Citizenship</p> <p>To know my own password and know not to share it.</p> | <p>To use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles]</p> <p>To use ICT to communicate and present their ideas [for example, recording sounds on tape and re-playing them or taking photographs of their own work]</p> <p>To begin to explore a digital camera</p> <p>To add pictures they have taken into their own folder with support.</p> <p>Digital citizenship:</p> <p>To identify who I can tell if I feel unsafe online at home.</p> <p>To name some simple ways to keep safe online at home</p> |

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| Computer Science  | Information Technology  | Digital Literacy  | Computer Science   | Information Technology  | Digital Literacy   |
| Digital citizenship   | Digital citizenship   | Digital citizenship   | Digital citizenship  | Digital citizenship   | Digital citizenship  |
| <p>To use a mouse or tracker pad to create a picture with support</p> <p>To use a variety of IT equipment and comment on which they like best with support</p> <p>To describe how to use everyday items e.g. how to make a cup of tea with support.</p> | <p>To begin to talk about how To use the internet to find things out.</p> <p>To begin to identify devices I could use to access information on the internet.</p> <p>To give simple examples of how to find information (e.g. search engine, voice activated searching) with support</p> <p>To begin describe the people to trust and can share this with; to explain why I trust them</p> <p>Digital Citizenship:</p> <p>To begin describe ways that some people can be unkind online.</p> <p>To offer examples of how this can make others feel with support</p> <p>To identify rules that help keep us safe and healthy in and beyond the home when using technology with support</p> | <p>To move the mouse with some control to point and click with support</p> <p>To use the mouse to click and drag with support</p> <p>To right click using the mouse and uses the mouse pad on a laptop</p> <p>To use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps with support</p> <p>To use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette with support</p> <p>To find the letters in my name on a computer keyboard and type my name with support</p> <p>To begin to sort and classify using computer activities with support</p> <p>To say what a pictogram is showing with support</p> <p>To add data into a program (pictogram) with support</p> <p>To use the digital camera with support.</p> | <p>I know that an algorithm is a set of instructions that can solve a problem with support</p> <p>To create a simple algorithm for a floor robot e.g. BeeBot with support</p> <p>To create an algorithm to guide the BeeBot to an end point with support</p> <p>Digital Citizenship:</p> <p>To give examples of how I (might) use technology to communicate with people I know e.g., sending a message home.</p> | <p>To begin to talk about how To use the internet to find things out.</p> <p>To begin to identify devices I could use to access information on the internet.</p> <p>To give simple examples of how to find information (e.g. search engine, voice activated searching) with support</p> <p>To identify some simple examples of my personal information (e.g. name, address, birthday, age, location) with support</p> <p>To describe the people to trust and can share this with; to explain why I trust them. with support</p> <p>To begin to know that work I create belongs to me</p> <p>To name my work so that others know it belongs to me with support if needed,</p> <p>To name the parts of a computer and know what they are used for: Mouse, Monitor, Printer, Keyboard, DVD/CD Rom, USB</p> <p>To shut down a computer appropriately</p> <p>Digital Citizenship:</p> <p>To talk about what I can share on the internet.</p> | <p>To move the mouse with some control to point and click with support</p> <p>To use the mouse to click and drag with support</p> <p>To right click using the mouse and uses the mouse pad on a laptop with support</p> <p>To use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps with support</p> <p>To use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette with support</p> <p>To find the letters in my name on a computer keyboard and type my name with support</p> <p>To begin to sort and classify using computer activities.</p> <p>To say what a pictogram is showing with support</p> <p>To add data into a program (pictogram). with support</p> <p>To use the digital camera with support.</p> <p>Digital Citizenship:</p> <p>To review my prior learning about keeping safe online and talk about how I can stay safe at home.</p> |

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--|--|--|---|--|--|---|
|  | Computer Science   | Information Technology   | Digital Literacy  | Computer Science   | Information Technology   | Digital Literacy  |
|  |  |  |   |  |  |   |
|  | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><u>Digital Citizenship</u></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> |
|  | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><u>Digital citizenship</u></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    |



# Year 3

| Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--|--|---|---|--|--|
| We like to move it   | Curious Creations  | Mad as a hatter   | Brilliant Bolton  | Feel the force   | Friends help us grow   |
| Computer Science   | Information Technology   | Digital Literacy  | Computer Science  | Information Technology   | Digital Literacy   |
| Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship   | Digital citizenship  | Digital citizenship  |
| <p>Computer Science:</p> <p>To drag and drop on a simple programme using touch</p> <p>To drag and drop for a purpose i.e. signing in at group time</p> <p>To begin to understand moving forwards and backwards</p> <p>Knows how to operate simple equipment</p> <p>To begin to use a switch or touch to cause a purposeful event</p> <p>To experience a real life algorithm and to use their preferred communication method to say 'algorithm'. E.g. making a sandwich</p> <p>Digital Citizenship:</p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> <p>To recognise when I feel safe and not safe.</p> | <p>Information Technology:</p> <p>Can use specific keys on a keyboard to cause an effect</p> <p>Can use a single button mouse as a cause and effect input device</p> <p>Can open specific applications on a tablet</p> <p>Can select a specific area on a touch screen to cause an effect</p> <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p> <p>Digital Citizenship:</p> <p>To recognise when somebody is being unkind online</p> <p>To talk about rules to keep us safe when using technology in school</p> | <p>Digital Literacy:</p> <p>To begin explore using an art software to create a picture i.e. 2paint</p> <p>To explore ways of listening to and making sounds using simple programs, apps and devices i.e. sound buttons, PurpleMash or voice recorder.</p> <p>Digital Citizenship:</p> <p>To know how to turn something off I do not like</p> <p>To participate and engage with activities around Safer Internet Day</p> | <p>Computer Science:</p> <p>To respond to simple instructions to control a device [for example, using a photocopier to duplicate their work]</p> <p>To create a simple algorithm to make a robot move forwards and backwards.</p> <p>To explore BeeBot and understand it needs instructions to go</p> <p>To create a very simple set of unplugged instructions with support.</p> <p>Digital Citizenship:</p> <p>To ask for help when using a device or software i.e. interactive whiteboard or iPad</p> | <p>Information Technology:</p> <p>To access a school account with support i.e. PurpleMash or education city.</p> <p>To log onto school laptops with support</p> <p>To begin to save a file with support.</p> <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier]</p> <p>To respond to simple instructions to control a device i.e. accessing equipment in the light room, copying their favourite learning, using a digital camera with support.</p> <p>Digital Citizenship:</p> <p>To begin to choose equipment and software for a familiar activity [for example using a writing with symbols programme to send a message home]</p> | <p>Digital Literacy:</p> <p>To begin to explore a digital camera</p> <p>To add pictures they have taken into their own folder with support.</p> <p>Digital Citizenship:</p> <p>To identify who I can tell if I feel unsafe online at home.</p> <p>To name some simple ways to keep safe online at home</p> |



# Year 3

| Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|---|--|--|--|---|--|
| We like to move it  | Curious Creations  | Mad as a hatter  | Brilliant Bolton   | Feel the force  | Friends help us grow   |
| Computer Science  | Information Technology   | Digital Literacy   | Computer Science   | Information Technology  | Digital Literacy   |
| Digital citizenship   | Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship  |
| <p>Computer Science:</p> <p>To explore unplugged activities beginning to understanding the importance of instructions.</p> <p>To make a simple set of instructions with support.</p> <p>To begin to add turning directions to instructions with support i.e. left and right</p> <p>To begin to recognise errors with support.</p> <p>Digital Citizenship:</p> <p>To know that some things use the internet and some don't</p> | <p>Information Technology:</p> <p>I know that work I create belongs to me.</p> <p>To name my work so that others know it belongs to me.</p> <p>To name the parts of a computer and know what they are used for: Mouse, Monitor, Printer, Keyboard, DVD/CD Rom, USB</p> <p>To shut down a computer appropriately</p> <p>Digital Citizenship:</p> <p>To begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home].</p> | <p>Digital Literacy:</p> <p>To operate some devices independently to create a piece of work of their choice.</p> <p>To find the letters in my name on a computer keyboard and type my name</p> <p>To use a digital camera to capture an image of choice with some support.</p> <p>To add a voice over to a photograph to say what it is i.e. chatterpix</p> <p>To begin to be more independent when logging onto a school account.</p> <p>To create a piece of music with support using a simple software.</p> <p>Digital Citizenship:</p> <p>To talk about how I feel when I am safe or scared.</p> <p><b>To participate and engage with activities around Safer Internet Day</b></p> | <p>Computer Science:</p> <p>To use computer programs, for example, to move a device to manipulate something on screen</p> <p>To make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>To use precise instructions to get the beebot to a set location.</p> <p>To use instructions to move a friend or object to a set location</p> <p>Digital Citizenship:</p> <p>To know that some things use the internet and some don't</p> | <p>Information Technology:</p> <p>To communicate about their use of ICT.</p> <p>To create a piece of work using software of their choice]</p> <p>With support to locate and edit that piece of work.</p> <p>Digital Citizenship:</p> <p>To begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home</p> | <p>Digital Literacy:</p> <p>To move the mouse with some control to point and click</p> <p>To use the mouse to click and drag</p> <p>To right click using the mouse and uses the mouse pad on a laptop</p> <p>To use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps</p> <p>To find the letters in my name on a computer keyboard and type my name</p> <p>To use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette</p> <p>Digital Citizenship:</p> <p>To talk about how I feel when I am safe or scared.</p> |

# Year 3

| Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--|--|--|--|--|--|
| We like to move it   | Curious Creations  | Mad as a hatter  | Brilliant Bolton   | Feel the force   | Friends help us grow   |
| Computer Science   | Information Technology   | Digital Literacy   | Computer Science   | Information Technology   | Digital Literacy   |
| Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship  |
| <p>To tell you what an algorithm is</p> <p>To know that a program is a precise set of instructions</p> <p>To give and follow instructions, which include straight and / or turning commands - one at a time.</p> <p>To plan a simple algorithm</p> <p>To <b>create</b> a simple program</p> <p>To <b>debug</b> a simple program that is causing an unexpected outcome.</p> <p>To predict if a simple program will fulfil my algorithm</p> <p>To break a problem down into smaller parts (chunking / decomposing)</p> <p><u>Digital Citizenship</u></p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p>To explain rules to keep us safe when we are using technology both in and beyond the home</p> <p>To give examples of some of these rules</p> | <p>To identify a browser and can use the internet to find things out</p> <p>To use simple keywords in search engines</p> <p>To describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (Butterfly feeling)</p> <p>To recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</p> <p>To explain why I should always ask a trusted adult before I share any information about myself online research &amp; find information</p> <p><u>Digital Citizenship</u></p> <p>To use the internet with adult support to communicate with people I know</p> <p>To explain why it is important to be considerate and kind to people online</p> <p>To explain rules to keep us safe when we are using technology both in and beyond the home</p> <p>To give examples of some of these rules</p> | <p>To use skills I have learnt across multiple application programs, including:</p> <p>To input text and images using a simple publishing programs</p> <p>To type a simple sentences on the screen, making use of a word bank</p> <p>To alter my writing in a number of ways (size, colour, font etc.)</p> <p>To tell you the main keys for typing e.g. shift, space bar, full stop</p> <p>To type simple sentences using the correct format (capital letters, space and full stop)</p> <p><u>Digital Citizenship</u></p> <p>To recognise that information can stay online and could be copied</p> <p>To describe what information I should not put online without asking a trusted adult first</p> <p>To describe how to behave online in ways that do not upset others and can give examples</p> | <p>To tell you what an algorithm is</p> <p>To know that a program is a precise set of instructions</p> <p>To give and follow instructions, which include straight and / or turning commands - one at a time.</p> <p>To plan a simple algorithm</p> <p>To <b>create</b> a simple program</p> <p>To <b>debug</b> a simple program that is causing an unexpected outcome.</p> <p>To predict if a simple program will fulfil my algorithm</p> <p>To break a problem down into smaller parts (chunking / decomposing)</p> <p><u>Digital Citizenship</u></p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p>To explain rules to keep us safe when we are using technology both in and beyond the home</p> <p>To give examples of some of these rules</p> | <p>To explain how passwords can be used to protect information and devices</p> <p>To explain why work I create using technology belongs to me</p> <p>To say why it belongs to me (e.g. 'it is my idea' or 'I designed it')</p> <p>To save my work (PurpleMash/ school network) so that others know it belongs to me (e.g. filename, name on content)</p> <p>To identify the icons for applications on the desktop and launch accordingly</p> <p>To know what a browser is and how to open one</p> <p>To use online resources - Google Maps &amp; Google Earth to conduct</p> <p><u>Digital Citizenship</u></p> <p>To use the internet with adult support to communicate with people I know</p> <p>To explain why it is important to be considerate and kind to people online</p> <p>To explain rules to keep us safe when we are using technology both in and beyond the home</p> <p>To give examples of some of these rules</p> | <p>To use buttons within a programme to make text bold/ italics / text alignment etc.</p> <p>To move to different places in the text using the arrow keys or mouse</p> <p>To use the 'undo' icon to fix a mistake</p> <p>To use the digital camera independently</p> <p>To create a pictogram by entering data into a simple graphing package</p> <p>To use a pictogram to answer simple questions</p> <p>To explore sounds in a music programme or sound app</p> <p><u>Digital Citizenship</u></p> <p>To recognise that information can stay online and could be copied</p> <p>To describe what information I should not put online without asking a trusted adult first</p> <p>To describe how to behave online in ways that do not upset others and can give examples</p> |

|  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|--|--|---|--|--|---|--|
|  | Digital Literacy   | Computer Science  | Digital Literacy   | Information Technology   | Computer Science  | Information Technology   |
|  |  |   |  |  |   |  |
|  | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touchscreen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touchscreen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> |
|  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p>   | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p>   | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>   | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>   |



Year 4

| Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--|--|---|---|--|--|
| I am feeling   | Home is where the heart is   | The choice is yours   | Around the world  | Staying alive  | Read all about it  |
| Digital Literacy   | Computer Science   | Digital Literacy  | Information Technology  | Computer Science   | Information Technology   |
| Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship   | Digital citizenship  | Digital citizenship  |
| <p>To begin explore using an art software to create a picture i.e. 2paint</p> <p>To begin to explore a digital camera</p> <p>To add pictures they have taken into their own folder with support.</p> <p>To operate some devices independently to create a piece of work of their choice.</p> <p>To use a digital camera to capture an image of choice with some support.</p> <p>To begin to be more independent when logging onto a school account.</p> <p>(Digital Citizenship)</p> <p>To talk about how I feel when I am safe or scared.</p> <p>To participate and engage with activities around</p> | <p>Knows how to operate simple equipment</p> <p>To begin to use a switch or touch to cause a purposeful event</p> <p>To explore unplugged activities beginning to understanding the importance of instructions.</p> <p>To make a simple set of instructions with support.</p> <p>To begin to add turning directions to instructions with support i.e. left and right</p> <p>To begin to recognise errors with support.</p> <p>(Digital Citizenship)</p> <p>To begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home].</p> | <p>To create a piece of music with support using a simple software.</p> <p>To move the mouse with some control to point and click</p> <p>To use the mouse to click and drag</p> <p>To right click using the mouse and uses the mouse pad on a laptop</p> <p>To use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps</p> <p>To find the letters in my name on a computer keyboard and type my name</p> <p>To use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette</p> <p>(Digital Citizenship)</p> <p>To talk about how I feel when I am safe or scared.</p> <p>To participate and engage with activities around Safer Internet Day</p> | <p>Can use specific keys on a keyboard to cause an effect</p> <p>Can select a specific area on a touch screen to cause an effect</p> <p>To show they understand that information can be stored on a computer [for example, they ask to see a picture</p> <p>I know that work I create belongs to me.</p> <p>(Digital Citizenship)</p> <p>To know that some things use the internet and some don't</p> | <p>To use precise instructions to get the beebot to a set location.</p> <p>To use instructions to move a friend or object to a set location</p> <p>(Digital Citizenship)</p> <p>To talk about how I feel when I am safe or scared.</p> | <p>To name my work so that others know it belongs to me.</p> <p>To name the parts of a computer and know what they are used for: Mouse, Monitor, Printer, Keyboard, DVD/CD Rom, USB</p> <p>To shut down a computer appropriately</p> <p>To create a piece of work using software of their choice</p> <p>With support to locate and edit that piece of work.</p> <p>(Digital Citizenship)</p> <p>To know that some things use the internet and some don't</p> |



# Year 4

| Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|---|---|--|---|---|--|
| I am feeling  | Home is where the heart is  | The choice is yours  | Around the world  | Staying alive   | Read all about it  |
| Digital Literacy  | Computer Science  | Digital Literacy   | Information Technology  | Computer Science  | Information Technology   |
| Digital citizenship   | Digital citizenship   | Digital citizenship  | Digital citizenship   | Digital citizenship   | Digital citizenship  |
| <p>To use buttons within a programme to make text bold/ italics / text alignment etc.</p> <p>To move to different places in the text using the arrow keys or mouse</p> <p>To use the 'undo' icon to fix a mistake</p> <p>To use the digital camera independently</p> <p>To add any pictures taken to a word or publisher document then add text for the picture.</p> <p>(Digital Citizenship)</p> <ul style="list-style-type: none"> <li>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</li> </ul> | <p>To begin to understand that a set of instructions is called an algorithm.</p> <p>To begin to know you must give precise instructions.</p> <p>To create an algorithm for an unplugged activity using precise directions i.e. forward, backward, left and right.</p> <p>(Digital Citizenship)</p> <ul style="list-style-type: none"> <li>To begin to choose equipment and software for a familiar activity [for example, to send a message home using Class Dojo]</li> </ul> | <p>To create a pictogram by entering data into a simple graphing package with support</p> <p>To use a pictogram to answer simple questions with support</p> <p>To explore sounds in a music programme or sound app</p> <p>To create their own music piece for a purpose.</p> <p>(Digital Citizenship)</p> <ul style="list-style-type: none"> <li>To know that some things use the internet and some don't [for example,</li> </ul> <p><b>To participate and engage with activities around Safer Internet Day</b></p> | <p>To identify a browser and can use the internet to find things out</p> <p>To use simple keywords in search engines with support.</p> <p>To be able to research answers to set questions with support.</p> <p>(Digital Citizenship)</p> <ul style="list-style-type: none"> <li>To know that some things use the internet and some don't [for example, using Google Earth]</li> </ul> | <ul style="list-style-type: none"> <li>To begin to explore block coding using websites such as code.org, 2code or scratch.</li> <li>With support begin to complete simple block coding challenges i.e. code.org angry birds, PurpleMash 2code.</li> <li>To begin to explore scratchjr</li> <li>To be able to select their own character (Sprite)</li> <li>To be able to make the character move.</li> </ul> <p>(Digital Citizenship)</p> <ul style="list-style-type: none"> <li>To know that some things use the internet and some don't [for example, BeeBot App/Beebots]</li> </ul> | <p>To be able to create a poster with support</p> <p>To begin to add text to the poster with support</p> <p>To edit the size and colour of the text with support</p> <p>To insert an image with support</p> <p>(Digital Citizenship)</p> <ul style="list-style-type: none"> <li>To begin to choose equipment and software for a familiar activity [for example, to send an email/write a blog to advertise newspaper article]</li> </ul> |

# Year 4

| Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|--|--|---|---|--|
| I am feeling   | Home is where the heart is   | The choice is yours  | Around the world  | Staying alive   | Read all about it  |
| Digital Literacy   | Computer Science   | Digital Literacy   | Information Technology  | Computer Science  | Information Technology   |
| Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship   | Digital citizenship  |
| <p>To use skills I have learnt across multiple application programs, including:</p> <p>To start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text style</p> <p>To use spell checker to check my work</p> <p>To use the 'undo' icon to fix a mistake</p> <p>To use the return/enter key to insert relevant line breaks</p> <p>To know how to save an image from the internet rather than using copy &amp; paste</p> <p>To add a page border</p> <p>To insert a basic table</p> <p>To say which page orientation would best suit my work. e.g. portrait to landscape</p> <p><u>Digital Citizenship</u></p> <p>To use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/ country)</p> <p>To give examples of how I might use technology to communicate with others I do not know well</p> <p>To say how those rules/guides can help me</p> <p>To access school online resources e.g. Blog / PurpleMash</p> | <p>To tell you what a program is</p> <p>To tell you what an event is</p> <p>To know programs need an event to begin</p> <p>To give and follow instructions, which include direction and turning command - several in order</p> <p>To know that computers need precise instructions</p> <p>To plan use logical reasoning to predict outcomes</p> <p>To <b>create</b> a program that contains several commands for a device or software programme</p> <p>To <b>debug</b> a program independently that has caused an unexpected outcome</p> <p>To use different events to start my programs - timing / on click / on button press</p> <p><u>Digital Citizenship</u></p> <p>To explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online</p> | <p>To explain what digital communication is</p> <p>To use a range of ICT devices to create a sequence of sounds</p> <p>To use a digital video camera to capture film and images</p> <p>To arrange clips to make a short film that conveys meaning</p> <p>To add simple titles and credits</p> <p>To plan a simple Y/N tree diagram to sort information e.g. Branching database -2Question</p> <p>To create and search a branching database</p> <p>To use a database to answer simple questions</p> <p>To search a database to find information</p> <p>To use ICT to support handling data - creating simple graphs, bar charts and pie charts</p> <p><u>Digital Citizenship</u></p> <p>To give examples of bullying behaviour and how it could look online</p> <p>To understand how bullying can make someone feel</p> | <p>To use keywords in search engines</p> <p>To demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)</p> <p>To explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri)</p> <p>To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>To explain why some information I find online may not be true</p> <p>To describe how online information about me could be seen by others</p> <p>To describe and explain some rules for keeping my information private</p> <p>search results using an internet search engine</p> <p><u>Digital Citizenship</u></p> <p>To talk about how someone can/ would get help about being bullied online or offline</p> <p>To explain simple guidance for using technology in different environments and settings.</p> | <p>To tell you what a program is</p> <p>To tell you what an event is</p> <p>To know programs need an event to begin</p> <p>To give and follow instructions, which include direction and turning command - several in order</p> <p>To know that computers need precise instructions</p> <p>To plan use logical reasoning to predict outcomes</p> <p>To <b>create</b> a program that contains several commands for a device or software programme</p> <p>To <b>debug</b> a program independently that has caused an unexpected outcome</p> <p>To use different events to start my programs - timing / on click / on button press</p> <p><u>Digital Citizenship</u></p> <p>To say how those rules/guides can help me</p> <p>To access school online resources e.g. Blog / PurpleMash</p> | <p>To explain what passwords are and can use passwords for my accounts and devices</p> <p>To explain how many devices in my home could be connected to the internet and can list some of those devices</p> <p>To describe why other people's work belongs to them</p> <p>To recognise that content on the internet may belong to other people</p> <p>To save my work to PurpleMash or the school network</p> <p>To explain the difference between my school network and my home computer set up</p> <p>To know there is a difference between physical, wireless and mobile networks</p> <p>To use a variety of sources to find, sort and select information appropriate to my class work including using the internet</p> <p>To refine my searches to limit</p> <p><u>Digital Citizenship</u></p> <p>To explain how other people's identity online can be different to their identity in real life</p> <p>To describe ways in which people might make themselves look different online</p> <p>To give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; To give examples of how I might get help. (Butterfly feeling)</p> |

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
|  | Computer Science  | Information Technology  | Digital Literacy   | Computer Science  | Information Technology  | Digital Literacy   |
|  |   |   |  |   |   |  |
|  | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> |
|  | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    |



# Year 5

| Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---|--|--|--|---|---|
| Looking Back  | Shine A Light On Me  | Ready Steady   | Time Travellers  | Branching Out   | Opposites Attract   |
| Computer Science  | Information Technology   | Digital Literacy   | Computer Science   | Information Technology  | Digital Literacy  |
| Digital citizenship   | Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship   |
| <p><b><u>Digital Citizenship</u></b></p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To recognise when somebody is being unkind online</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To begin to choose equipment and software for a familiar activity [for example, to send a message home using Class Dojo]</p> <p><b><u>Computer Science</u></b></p> <p>To use computer programs, for example, to move a device to manipulate something on screen</p> <p>To make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>To use precise instructions to get the beebot to a set location.</p> <p>To use instructions to move a friend or object to a set location</p> <p>To explore unplugged activities beginning to understanding the importance of instructions.</p> <p>To make a simple set of instructions with support.</p> <p>To begin to add turning directions to instructions with support i.e. left and right</p> <p>To begin to recognise errors with</p> | <p><b><u>Digital Citizenship</u></b></p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To recognise when somebody is being unkind online</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To begin to choose equipment and software for a familiar activity [for example, to send a message home using Class Dojo]</p> <p><b><u>Information Technology</u></b></p> <p>I know that work I create belongs to me.</p> <p>To name my work so that others know it belongs to me.</p> <p>To name the parts of a computer and know what they are used for: Mouse, Monitor, Printer, Keyboard, DVD/CD Rom, USB</p> <p>To shut down a computer appropriately</p> <p>To communicate about their use of ICT.</p> | <p><b><u>Digital Citizenship</u></b></p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To recognise when somebody is being unkind online</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To begin to choose equipment and software for a familiar activity [for example, to send a message home using Class Dojo]</p> <p><b><u>To participate and engage with activities around Safer Internet Day</u></b></p> <p><b><u>Digital Literacy</u></b></p> <p>To operate some devices independently to create a piece of work of their choice.</p> <p>To find the letters in my name on a computer keyboard and type my name</p> <p>To use a digital camera to capture an image of choice with some support.</p> <p>To add a voice over to a photograph to say what it is i.e. chatterpix</p> <p>To begin to be more independent when logging onto a school account.</p> | <p><b><u>Digital Citizenship</u></b></p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To recognise when somebody is being unkind online</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To begin to choose equipment and software for a familiar activity [for example, to send a message home using Class Dojo]</p> <p><b><u>Computer Science</u></b></p> <p>To begin to understand that a set of instructions is called an algorithm.</p> <p>To create an algorithm for an unplugged activity using precise directions i.e. forward, backward, left and right.</p> <p>To begin to explore block coding using websites such as code.org, 2code or scratch.</p> <p>To begin to know you must give precise instructions.</p> <p>With support begin to complete simple block coding challenges i.e. code.org angry birds, PurpleMash 2code.</p> <p>To begin to explore scratchjr</p> <p>To be able to select their own character (Sprite)</p> <p>To be able to make the character move.</p> | <p><b><u>Digital Citizenship</u></b></p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To recognise when somebody is being unkind online</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To begin to choose equipment and software for a familiar activity [for example, to send a message home using Class Dojo]</p> <p><b><u>Information Technology</u></b></p> <p>To create a piece of work using software of their choice]</p> <p>With support to locate and edit that piece of work.</p> <p>To identify a browser and can use the internet to find things out</p> <p>To use simple keywords in search engines with support.</p> <p>To be able to research answers to set questions with support.</p> <p>To identify a browser and can use the internet to find things out</p> <p>To use simple keywords in search engines with support.</p> <p>To be able to research answers to set questions with support.</p> | <p><b><u>Digital Citizenship</u></b></p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To recognise when somebody is being unkind online</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To begin to choose equipment and software for a familiar activity [for example, to send a message home using Class Dojo]</p> <p><b><u>Digital Literacy</u></b></p> <p>To move the mouse with some control to point and click</p> <p>To use the mouse to click and drag</p> <p>To right click using the mouse and uses the mouse pad on a laptop</p> <p>To use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps</p> <p>To find the letters in my name on a computer keyboard and type my name</p> <p>To use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette</p> |



# Year 5

| Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|---|---|--|---|---|--|
| Looking Back  | Shine A Light On Me   | Ready Steady   | Time Travellers   | Branching Out   | Opposites Attract  |
| Computer Science  | Information Technology  | Digital Literacy   | Computer Science  | Information Technology  | Digital Literacy   |
| Digital citizenship   | Digital citizenship   | Digital citizenship  | Digital citizenship   | Digital citizenship   | Digital citizenship  |
| <p><b>Digital Citizenship</b></p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p><b>Computer Science</b></p> <p>To tell you what an algorithm is</p> <p>To know that a program is a precise set of instructions</p> <p>To give and follow instructions, which include straight and / or turning commands - one at a time.</p> <p>To plan a simple algorithm</p> | <p><b>Digital Citizenship</b></p> <p>To recognise that information can stay online and could be copied</p> <p>To describe what information I should not put online without asking a trusted adult first</p> <p><b>Information Technology</b></p> <p>To identify a browser and can use the internet to find things out</p> <p>To use simple keywords in search engines</p> <p>To describe and demonstrate how to get help from a trusted adult or help-line if I find content that makes me feel sad, uncomfortable worried or frightened. (Butterfly feeling)</p> <p>To recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</p> <p>To explain why I should always ask a trusted adult before I share any information about myself online</p> <p>To explain how passwords can be used to protect information and devices</p> | <p><b>Digital Citizenship</b></p> <p>To describe how to behave online in ways that do not upset others and can give examples and to explain why it is important to be considerate and kind to people online.</p> <p><b>To participate and engage with activities around Safer Internet Day</b></p> <p><b>Digital Literacy</b></p> <p>To input text and images using a simple publishing programs</p> <p>To type a simple sentences on the screen, making use of a word bank</p> <p>To begin to type simple sentences using the correct format (capital letters, space and full stop)</p> <p>To alter my writing in a number of ways (size, colour, font etc.)</p> <p>To tell you the main keys for typing e.g. shift, space bar, full stop</p> <p>To use buttons within a programme to make text bold/ italics / text alignment etc.</p> | <p><b>Digital Citizenship</b></p> <p>To describe what information I can safely put online without asking a trusted adult first</p> <p><b>Computer Science</b></p> <p>To create a simple program</p> <p>To debug a simple program that is causing an unexpected outcome.</p> <p>To predict if a simple program will fulfil my algorithm</p> <p>To break a problem down into smaller parts (chunking / decomposing)</p> | <p><b>Digital Citizenship</b></p> <p>To explain rules to keep us safe when we are using technology both in and beyond the home</p> <p>To give examples of some of these rules</p> <p><b>Information Technology</b></p> <p>To explain why work I create using technology belongs to me</p> <p>To say why it belongs to me (e.g. 'it is my idea' or 'I designed it')</p> <p>To save my work (PurpleMash/school network) so that others know it belongs to me (e.g. filename, name on content)</p> <p>To identify the icons for applications on the desktop and launch accordingly</p> <p>To know what a browser is and how to open one</p> <p>To use online resources - Google Maps &amp; Google Earth to conduct research &amp; find information</p> | <p><b>Digital Citizenship</b></p> <p>To use the internet with adult support to communicate with people I know</p> <p><b>Digital Literacy</b></p> <p>To explore stop start animation to create a movie.</p> <p>To add sound to the movie</p> <p>To add text to the movie.</p> <p>To be able share something they have created via the school blog or email.</p> |

# Year 5

| Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---|--|--|--|--|---|
| Looking Back  | Shine A Light On Me  | Ready Steady   | Time Travellers  | Branching Out  | Opposites Attract   |
| Computer Science  | Information Technology   | Digital Literacy   | Computer Science   | Information Technology   | Digital Literacy  |
| Digital citizenship   | Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship  | Digital citizenship   |
| <p>To tell you what a sequence is</p> <p>To use logical reasoning to explain what will happen next</p> <p>To solve problems by decomposing them into smaller parts</p> <p>To use and edit a pre-written program to achieve a specific outcome</p> <p>To detect and debug errors in algorithms and programs</p> <p><u>Digital Citizenship</u></p> <p>To describe ways people who have similar likes and interests can get together online</p> <p>To give examples of technology specific forms of communication (e.g. emoji's, acronyms, text speak)</p> <p>To explain some risks of communicating online with others I don't know well</p> <p>To explain why I should be careful who I trust online and what information To trust them with</p> | <p>To use key phrases in search engines</p> <p>To explain what autocomplete is and how to choose the best suggestion</p> <p>To explain how the internet can be used to sell and buy things</p> <p>To explain the difference between a 'belief', an 'opinion' and a 'fact'</p> <p>To give reasons why I should only share information with people I choose to and can trust</p> <p>To explain that if I am not sure or I feel pressured, I should ask a trusted adult</p> <p><u>Digital Citizenship</u></p> <p>To explain what is meant by the term 'identity'</p> <p>To explain how To represent myself in different ways online</p> <p>To explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media)</p> | <p>To use skills I have learnt across multiple application programs, including:</p> <p>To type a number of sentences using the keyboard</p> <p>To use tab to indent paragraphs</p> <p>To use cut, copy and paste to re-order text</p> <p>To use simple keyboard shortcuts e.g. Ctrl + V, X, C to re-order text</p> <p>To use columns</p> <p>To use bullet points, speech bubbles, auto shapes and text boxes</p> <p>To format wrapping/layout of text boxes and images in word</p> <p>To format images - move, rotate and re-size shapes</p> <p>To use the format tab to alter word art to enhance my work</p> <p><u>Digital Citizenship</u></p> <p>To know who I should ask if I am not sure if I should put something online</p> <p>To explain what bullying is and can describe how people may bully others</p> | <p>To sequence a simple program on Logo to produce a line drawing</p> <p>To write a program to complete an algorithm</p> <p>To know that a sequence is a list of instructions in a particular order</p> <p>To know that if I change the sequence I may change the outcome of the program</p> <p>To predict how a change in a sequence may impact on the outcome of a program</p> <p><u>Digital Citizenship</u></p> <p>To describe rules about how to behave online and how I follow them</p> <p>To explain why spending too much time using technology can sometimes have a negative impact on me; To give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)</p> | <p>To understand and can give reasons why passwords are important</p> <p>To describe simple strategies for creating and keeping passwords private</p> <p>To describe how connected devices can collect and share my information with others</p> <p>To explain why copying someone else's work from the internet without permission can cause problems</p> <p>To give examples of what those problems might be</p> <p>To understand file extensions and which ones attribute to different ICT products - .doc .xls .ppt .pub .pdf .mp3 .mp4</p> <p>To communicate using a range of online resources (blogs, email)</p> <p><u>Digital Citizenship</u></p> <p>To explain why To take back my trust in someone or something if I feel nervous, uncomfortable or worried</p> <p>To explain what it means to 'know someone' online and why this might be different from knowing someone in real life</p> <p>To explain what is meant by 'trusting someone online'. To explain why this is different from 'liking someone online'</p> | <p>To use a variety of table tools (EG merge cells, fill)</p> <p>To explain the difference between save and save as</p> <p>To create a folder to save my work in</p> <p>To give a file a name to identify it</p> <p>To create a new eBook with a front cover and add or remove pages</p> <p>To search and use a branching database to identify objects</p> <p>To create a multimedia presentation / eBook incorporating images, sounds and text using a multimedia package / apps or online program</p> <p>To edit pictures using various tools in paint or photo-manipulation software</p> <p>To create a simple musical composition combining electronic and live sounds</p> <p>To add suitable sound effects and tracks</p> <p>To combine still/moving images in a show to create stop-motion animation/movies on a range of devices</p> <p><u>Digital Citizenship</u></p> <p>To explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>To search for information about myself online</p> <p>To recognise I need to be careful before I share anything about others or myself online</p> |

Year 6

|  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
|  | Computer Science  | Information Technology  | Digital Literacy   | Computer Science  | Information Technology  | Digital Literacy   |
|  |   |   |  |   |   |  |
|  | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To recognise familiar people, events and objects [for example, moving towards bubble tube in light room].</p> <p>To react to new activities and experiences [for example, simple cause and effects toys - AA stage 1]</p> <p>To repeat simple actions to cause an effect of choice (To change the colour of the bubble or select song/game of choice)</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p>  | <p>To accept and engage in coactive exploration [for example, being encouraged to participate in computing activity such as engaging in the light or listening to favourite songs.</p> <p>To actively explore objects and events for more extended periods with an adult [for example, creating effects using a touch screen] HKL games.</p> <p>To cooperate with shared exploration and supported participation within a group [for example, turn taking in the light room or on the interactive whiteboard].</p> <p>To request events or activities [for example, pushing another person's hand towards a switch or using a choice board.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> | <p>To greet known people and may initiate interactions and activities [for example, sharing an activity with a familiar adult - turn taking on the interactive mat]</p> <p>To communicate consistent preferences and affective responses [for example, making choices on the interactive whiteboard for favourite songs or games]</p> <p>To repeat an activity to understand how to cause the wanted effect and repeat this with consistency.</p> <p>Recognise that they have created an effect by pressing a button/switch.</p> <p>Anticipate what will happen when turning on equipment - Shows excitement or makes a choice using preferred communication method.</p> <p><b><u>Digital Citizenship</u></b></p> <p>To begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen]</p> |
|  | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    | <p>To know that certain actions produce predictable results [for example using a switch/or touchscreen to activate a cause and effect]</p> <p>To begin to solve simple programs to operate technology [for example, pressing a switch repeatedly after the power source has been turned off]</p> <p>To explore moving wheeled toys in different directions.</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p> | <p>To begin to explore input hardware such as a touch screen or switch.</p> <p>To begin to mark make on a touch screen.</p> <p>To be able to match or find IT equipment such as keyboard , mouse using symbols.</p> <p>To observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage chair in the light .</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>  | <p>To participate in shared activities with less support e.g. turn taking games on HKL.</p> <p>Explore electronic sound and light toys, pressing buttons and switches to operate equipment</p> <p>Explore sounds using switches, sound buttons and interactive whiteboard. Pressing buttons, switches and clicking</p> <p>Explore cameras, turning them on and off and pressing the shutter to take a picture.</p> <p>To aim a camera to take pictures of a chosen subject with support</p> <p>To know how to turn on and off different devices either by switch or by hand</p> <p><b><u>Digital citizenship</u></b></p> <p>To be able to ask for help when using technology using preferred communication</p> <p>To recognise familiar adults who can help you for example may seek out familiar adult in class for support.</p>                                    |



# Year 6

| Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|--|---|---|---|---|
| Looking Back  | Shine A Light On Me  | Ready Steady  | Time Travellers   | Branching Out   | Opposites Attract   |
| Computer Science  | Information Technology   | Digital Literacy  | Computer Science  | Information Technology  | Digital Literacy  |
| Digital citizenship   | Digital citizenship  | Digital citizenship   | Digital citizenship   | Digital citizenship   | Digital citizenship   |
| <p>Digital Citizenship:</p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p>Computer Science:</p> <p>To begin to know you must give precise instructions.</p> <p>To create an algorithm for an unplugged activity using precise directions i.e. forward, backward, left and right.</p> <p>To begin to explore block coding using websites such as code.org, 2code or scratch.</p> <p>With support begin to complete simple block coding challenges i.e. code.org angry birds, PurpleMash 2code</p> | <p>Digital Citizenship:</p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p>Information Technology:</p> <p>To identify a browser and can use the internet to find things out</p> <p>To use simple keywords in search engines with support.</p> <p>To be able to research answers to set questions with support.</p> <p>To recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</p> <p>To explain why I should always ask a trusted adult before I share any information about myself online</p> <p>To explain how passwords can be used to protect information and devices</p> | <p>Digital Citizenship:</p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p><b>Safer Internet Day</b></p> <p>Digital Literacy:</p> <p>To use buttons within a programme to make text bold/ italics / text alignment etc.</p> <p>To move to different places in the text using the arrow keys or mouse</p> <p>To use the 'undo' icon to fix a mistake</p> <p>To add any pictures taken to a word or publisher document then add text for the picture.</p> | <p>Digital Citizenship:</p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p>Computer Science:</p> <p>To tell you what an algorithm is</p> <p>To know that a program is a precise set of instructions</p> <p>To give and follow instructions, which include straight and / or turning commands - one at a time.</p> <p>To plan a simple algorithm</p> <p>To create a simple program</p> | <p>Digital Citizenship:</p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p>Information Technology:</p> <p>To identify a browser and can use the internet to find things out</p> <p>To use simple keywords in search engines with support.</p> <p>To be able to research answers to set questions with support.</p> <p>To explain why work I create using technology belongs to me</p> <p>To say why it belongs to me (e.g. 'it is my idea' or 'I designed it')</p> <p>To save my work (PurpleMash/school network) so that others know it belongs to me (e.g. filename, name on content)</p> <p>To identify the icons for applications on the desktop and launch accordingly</p> <p>To know what a browser is and how to</p> | <p>Digital Citizenship:</p> <p>To identify websites I can use safely.</p> <p>To talk about rules to keep us safe when using technology in school</p> <p>To know that I can say 'stop' 'I don't like it' 'I will tell...' if they feel unsafe.</p> <p>To recognise when I feel safe and not safe.</p> <p>To know that some things use the internet and some don't</p> <p>To begin to choose equipment and software for a familiar activity [for example, select your own feelings during Morning Group].</p> <p>To recognise that there may be people online who could make me feel sad, embarrassed or upset</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened To give examples of when and how to speak to an adult To trust. (Butterfly feeling)</p> <p>Digital Literacy:</p> <p>To explore sounds in a music programme or sound app</p> <p>To create their own music piece for a purpose.</p> <p>To explore stop start animation to create a movie.</p> <p>To add sound to the movie</p> <p>To add text to the movie.</p> <p>To be able share something they have created via the school blog or email.</p> |



# Year 6

| Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|--|--|---|--|---|--|
|  | Spark your curiosity   | Eco Heroes  | Walk like an Egyptian  | Back to the future  | Rumble and Grumble   |
| Computer Science   | Information Technology   | Digital Literacy  | Computer Science   | Information Technology  | Digital Literacy   |
| Digital citizenship  | Digital citizenship  | Digital citizenship   | Digital citizenship  | Digital citizenship   | Digital citizenship  |
| <p>Digital Citizenship:</p> <p>To explain simple guidance for using technology in different environments and settings.</p> <p>To say how those rules/guides can help me</p> <p>Computer Science:</p> <p>To tell you what a program is</p> <p>To tell you what an event is</p> <p>To know programs need an event to begin</p> <p>To give and follow instructions, which include direction and turning command – several in order</p> <p>To know that computers need precise instructions</p> <p>To plan use logical reasoning to predict outcomes</p> | <p>Digital Citizenship:</p> <p>To give examples of bullying behaviour and how it could look online</p> <p>To understand how bullying can make someone feel</p> <p>To talk about how someone can/would get help about being bullied online or offline</p> <p>Information Technology:</p> <p>To use keywords in search engines</p> <p>To demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)</p> <p>To explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri)</p> <p>To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>To be able to obtain 'true' information from a webpage</p> | <p>Digital Citizenship:</p> <p>To access school online resources e.g. Blog / PurpleMash</p> <p><b>Safer Internet Day</b></p> <p>Digital Literacy:</p> <p>To use skills I have learnt across multiple application programs, including:</p> <p>To start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text style</p> <p>To use spell checker to check my work</p> <p>To use the 'undo' icon to fix a mistake</p> <p>To use the return/enter key to insert relevant line breaks</p> <p>I know how to save an image from the internet rather than using copy &amp; paste</p> <p>To add a page border</p> <p>To insert a basic table</p> <p>To say which page orientation would best suit my work. e.g. portrait to landscape</p> | <p>Digital Citizenship:</p> <p>To explain how information put online about me can last for a long time.</p> <p>To know who to talk to if I think someone has made a mistake about putting something online</p> <p>Computer Science:</p> <p>To create a program that contains several commands for a device or software programme</p> <p>To debug a program independently that has caused an unexpected outcome</p> <p>To use different events to start my programs – timing / on click / on button press</p> | <p>Digital Citizenship:</p> <p>To explain how other people's identity online can be different to their identity in real life</p> <p>To describe ways in which people might make themselves look different online</p> <p>To give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; To give examples of how I might get help. (Butterfly feeling)</p> <p>Information Technology:</p> <p>To describe and explain some rules for keeping my information private</p> <p>To explain what passwords are and can use passwords for my accounts and devices</p> <p>To explain how many devices in my home could be connected to the internet and can list some of those devices</p> <p>To describe why other people's work belongs to them</p> <p>To save my work to PurpleMash or the school network</p> <p>To explain the difference between my school network and my home computer set up</p> <p>To use a variety of sources to find, sort and select information appropriate to my class work including using the internet</p> <p>To refine my searches to limit search results using an internet search engine</p> | <p>Digital Citizenship:</p> <p>To use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/country)</p> <p>To give examples of how I might use technology to communicate with others I do not know well.</p> <p>Digital Literacy:</p> <p>To explain what digital communication is (Email, dojo, blog etc.)</p> <p>To use a range of ICT devices to create a sequence of sounds</p> <p>To use a digital video camera to capture film and images</p> <p>To arrange clips to make a short film that conveys meaning</p> <p>To add simple titles and credits</p> |

# Year 6

| Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|---|--|---|--|--|--|
|   | Spark your curiosity   | Eco Heroes  | Walk like an Egyptian  | Back to the future   | Rumble and Grumble   |
| Computer Science  | Information Technology   | Digital Literacy  | Computer Science   | Information Technology   | Digital Literacy   |
| Digital citizenship   | Digital citizenship  | Digital citizenship   | Digital citizenship  | Digital citizenship  | Digital citizenship  |
| <p><b>Digital Citizenship:</b></p> <p>To explain how my online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, To describe the right decisions about how I interact with others and how others perceive me</p> <p><b>Computer Science:</b></p> <p>To tell you what a loop or repeat is</p> <p>To use sequence and loops (repetition) in programs confidently</p> <p>To detect and debug errors in algorithms and programs</p> <p>To independently select and sequence code to make my own program</p> <p>To know that a loop is used to repeat a set of instructions</p> | <p><b>Digital Citizenship:</b></p> <p>To describe how others can find out information about me by looking online</p> <p>To explain ways that some of the information about me online could have been created, copied or shared by others</p> <p><b>Information Technology:</b></p> <p>To analyse information and differentiate between 'opinions', 'beliefs' and 'facts'</p> <p>To understand what criteria has to be met before something can be considered a 'fact'</p> <p>To describe how To search for information within a wide group of technologies (e.g. social media, image sites, video sites)</p> <p>To describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online</p> <p>To explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people</p> <p>To explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true</p> <p>To explain what a strong password is</p> <p>To describe strategies for keeping my personal information private, depending on context</p> <p>To explain that others online can pretend to be me or other people, including my friends</p> <p>To suggest reasons why they might do this</p> | <p><b>Digital Citizenship:</b></p> <p>To describe strategies for safe and fun experiences in a range of online social environments.</p> <p>To give examples of how to be respectful to others online</p> <p><b>Digital Literacy:</b></p> <p>To use skills I have learnt across multiple application programs, including:</p> <p>To select appropriate tools to add emphasis and effect to my work</p> <p>To explain why I have chosen my layout and formatting</p> <p>To review and edit my work and talk about the changes I made</p> <p>To extend the use of multimedia packages to include importing images, hyperlinks and the use of sounds recorded independently</p> <p>To edit the colour, text and merge digital photographs using a range of devices e.g. Skitch, Microsoft image tools, collage app</p> <p>To storyboard a short film clip / animation - what would happen and when</p> <p>To effectively plan for an animation or film and use purposefully</p> <p>To take a series of pictures to form an a short film clip / animation / eBook</p> <p>To use a mobile device to film a short clip</p> <p>To save images at stages to compare my work and talk about the changes</p> <p>To edit video, animation or music footage by cropping clips</p> <p>To choose appropriate scene transitions</p> <p>To enter a basic mathematical formula into Excel</p> | <p><b>Digital Citizenship:</b></p> <p>To explain how my online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, To describe the right decisions about how I interact with others and how others perceive me</p> <p><b>Computer Science:</b></p> <p>To demonstrate the loop or repeat command in all programming environments - I use more than 1 (2Simple - 2Code / ScratchJr /Kodu /Kodable / LightBot / ALEX / Scratch)</p> <p>To explain why it is important to use 'loops' in particular place in my sequence</p> <p>To transfer my coding skills between software</p> | <p><b>Digital Citizenship:</b></p> <p>To explain how using technology can distract me from other things I might do or should be doing</p> <p>To identify times or situations when I might need to limit the amount of time I use technology</p> <p>To suggest strategies to help me limit this time</p> <p><b>Information Technology:</b></p> <p>To explain how internet use can be monitored</p> <p>To explain why I need to consider who owns content and whether I have the right to reuse it</p> <p>To talk about the advantages and disadvantages of using a computer</p> <p>To understand that there are multiple platforms and the differences between these e.g. Windows / Apple / Android</p> <p>To explain file extensions and which ones attribute to different ICT products- .zip</p> <p>To describe what an ISP is</p> <p>To describe what a URL (web address) is</p> <p>To explain domain name types - .ac. uk .gov .sch</p> <p>To identify the most relevant results from a search engine - not just 'sponsored' links</p> <p>To discuss what it means to save work locally, to a network or into the 'Cloud'</p> | <p><b>Digital Citizenship:</b></p> <p>To identify some online technologies where bullying might take place</p> <p>To describe ways people can be bullied through a range of media (e.g. image, video, text, chat)</p> <p>To 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)</p> <p><b>Digital Literacy:</b></p> <p>To change the look of a spreadsheet by using different formats e.g. text styles, colour, number format inc, currency and date, row and column heights</p> <p>To insert and delete columns and rows in a spreadsheet</p> <p>To use SUM to calculate the total of a set of numbers in a range of cells</p> <p>To change data to answer "what if...?" questions</p> <p>To use spreadsheets to create a graph</p> <p>To decide on the most appropriate form of graph for a data set giving reasons for my choice</p> <p>To interpret graphs of data collected from sensors</p> |