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| **Computing** | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Problem Solving and Logical Thinking** | * Can children recognise that a range of technology is used in places such as homes and schools? * Can they select and use technology for particular purposes? | * Can they create a simple series of instructions – left, and right? * Can they record their routes? Do they understand forwards, backwards, up and down? * Can they put two instructions together to control a programmable device? | * Can they predict the outcomes of a set of instructions? * Can they program using sequences of instructions to implement an algorithm? * Can you create an algorithm for your partner to debug? * Can they test and amend a set of instructions? | * Can they experiment with variables to control models? * Can they give an on-screen robot directional instructions (e.g. 90/45 degrees turns) * Can they write more complex programs (leading to varying outcomes)? * Do they understand input and output? * Can they use commands to draw a shape (e.g., square, rectangle and other regular shapes on screen)? | * Can they use repeat instructions to draw regular shapes on screen on commands? * Can they experiment with variables to control models? * Can they make turns specifying the degrees? * Can they make accurate predictions about the outcome of a program they have written? * Can they give an on-screen robot takes them from x to y? | * Can they combine sequences of instructions and procedures to turn devices on or off? * Do they understand input and output? * Can they explore ‘What is’ questions by playing adventure or quest games? * Can they plan a solution to a problem using decomposition (e.g., developing a computer game, creating a website)? | * Can they explain how an algorithm works? * Can they detect errors in a program and correct them? * Can they explore ‘what if’ questions by planning different scenarios for * controlled devices? * Can they use input from sensors to trigger events? * Can design, write and debug their own computer control application? |
| **Creative Content** | * Can they create original content using digital technology? * Can they use digital technology to store and retrieve content?   **E Safety**   * Do they know that personal information should not be shared online? * Can they act if they find something, they are unsure of (including identifying people who can help; minimizing screen; online reporting using school system etc.)? | * Can they find information on a website? * Can they use a webpage as a resource? * Can they experiment with drawing tools, text, pictures and animation to create content (e.g., presentation, eBook)? * Can they create content (e.g., presentation, video, animation) in a small group and record the narration?   **E Safety**   * Can they recognise advertising on websites and learn to ignore it? * Can they begin to evaluate websites and know that everything on the internet is not true? | * Can they use editing software to manipulate media (e.g., crop, add effects, manipulate audio)? * Can they manipulate sound? * Can they combine text, images and sounds and show awareness of audience?   **E Safety**   * Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting * materials in ways which are unique and new? | * Can they capture images using a range of devices (e.g. webcam, * screen capture, scanning, visualiser and internet)? * Can they select media to download, import or export? * Can they copy graphics from a range of sources and paste into a desktop * publishing program? * Can they insert media into a presentation (image, video, audio)? * Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? * Can they create a presentation that is aimed at a specific audience?   **E Safety**   * Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school’s policy? * Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? | * Can they listen, download, produce and upload a variety of broadcast media (e.g., livestreaming, podcast) * Can they manipulate sounds using audio editing software (e.g., Audacity)? * Can they select music from a variety of sources and incorporate it into multimedia presentations? * Can they work on simple film editing? * Can they use a range of presentation applications? * Can they use technology to capture a range of multimedia? * Can they make a home page for a website that contains links to other pages? * Can they prepare and then present a simple film? (e.g., Storyboarding and then filming/editing).   **E Safety**   * Can they independently, and with regard for e- safety, select and use appropriate * communication tools to solve problems by * collaborating and communicating with others within and beyond school? * Do they understand they should not publish other people’s pictures or tag them on the internet without permission? * Do they know that content put online is extremely difficult to remove? | * Can they explore the menu options and experiment with images? * Can they add special effects to alter the appearance of a graphic? * Can they ‘save as’ gif or jpeg. Wherever possible to make the file size smaller (for emailing or downloading)? * Can they make an information poster using their graphics skills to good effect? * Can they present a film / advert for a specific audience? * Can they create a sophisticated multimedia presentation?   **E Safety**   * Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? * Do they recognise the potential risks of using internet communication tools and understand how to minimize those risks (including scams and phishing)? |
| **Digital Literacy** | * Do they recognise the different forms of digital communication (e.g., emails address, twitter handle etc.)? * Can they program using sequences of instructions to implement an algorithm? * Can they understand the appropriate vocabulary according to equipment available? * Can they develop awareness and use of keyboard layout and use navigation skills appropriately (e.g. backspace, enter, spacebar, mouse)? | * Can they communicate safely online (e.g., reply to email, respond to tweet)? * Can they create, edit and format text (insert/delete words, use bold/italics/   underline)? | * Can they open and send an attachment? * Can they find relevant information by browsing a menu? * Can they search for an image, then copy and paste it into a document? * Can they copy and paste text into a document? * Do they know how to manipulate change font and size)? * Can they save files (e.g., word doc, pictures) to an appropriate folder? | * Can they identify the benefits of ICT to send messages and to communicate? * Can they use the automatic spell checker to edit spellings? * Can they use a search engine to find a specific website? * Do they know how to manipulate text (e.g., underline, text, centre, change font and size? * Can they navigate using an internet browser (e.g., use tabbed browsing to open two or more web pages at the same time, open a link to a new window)? | * Can they conduct a video chat with someone? * elsewhere in the school or in another school? * Can they use bullets and numbering tools? * Can they use a search engine using keyword searches? * Can they compare the results of different searches? * Can they download a document and save it to the computer? * Can they decide which sections are appropriate to copy and paste from at least two web pages? | * Can they conduct a video chat with people in another organisation? * Can they contribute to discussions online? * Can they use a search engine using keyword searches? * Can they confidently choose the correct page set up option when creating a document? * Can they confidently use text formatting tools, including heading and body text? * Can they use complex searches using sucha s ‘+’ ‘OR’” Find the phrase in inverted commas”? |