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| **Information Technology** |
| **Early Years** | **Shows skill in making software/ apps work by clicking, pressing or swiping to achieve effects, such as sound, movements or new images appearing.** | **Interacts with age-appropriate computer software and knows that information can be retrieved from computers.** |
| **Year 1** | **Uses technology purposefully to create digital content** | **Uses technology purposefully to store and retrieve digital content.** |
| **Year 2** | *Uses technology purposefully to create* **and manipulate digital content*.*** | *Uses technology to purposefully store, retrieve* **and organise digital content.** |
| **Year 3** | **Use search technologies.** | **Use a variety of software to design and create content which accomplishes given goals, including collective and presenting information.** |
| **Year 4** | *Use search technologies.* | **Select** *and use a variety of software to design and create content which accomplishes given goals, including collecting,* **analysing, evaluating** *and presenting information.* |
| **Year 5** | *Use search technologies* **effectively.** | *Select, use* **and combine** *a variety of software to design and create content which accomplishes given goals, including collecting and presenting* **date** *and information.* |
| **Year 6** | *Use search technologies effectively.* | *Select, use and combine a variety of software to design and create content which accomplishes given goals, including collecting,* **analysing, evaluating** *and presenting data and information.* |

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| **Digital Literacy** |
| **Early Years** | **Recognises that a range of technology is used in places such as homes and schools.** | **Selects and uses technology for particular purposes.** | **Uses technology safely.** |
| **Year 1** | **Recognises common uses of information technology beyond school.** | **Uses technology safely.** | **Keeps personal information private.** |  |
| **Year 2** | *Recognises common uses of information technology beyond school.* | *Uses technology safely* **and respectfully.** | *Keeps personal information private.* | **Knows where to go for help and support when they have concerns about content or contact on the Internet or through other online technologies.** |
| **Year 3** |  | **Use technologies safely, respectfully and responsibly.** | **Recognise acceptable/unacceptable behaviour.** | **Identify a range of ways to report concerns about content.** |  |
| **Year 4** | **Understand the opportunities computer networks offer for communication.** | *Use technologies safely, respectfully and responsibly.* | *Recognise acceptable/unacceptable behaviour.* | *Identify a range of ways to report concerns about contact*. |  |
| **Year 5** | *Understand the opportunities computer networks offer for communication* **and collaboration.** | *Use technologies safely, respectfully and responsibly.* | *Recognise acceptable/unacceptable behaviour.* | *Identify a range of ways to report concerns about contact* **and content*.*** |  |
| **Year 6** | *Understand the opportunities computer networks offer for communication and collaboration.* | *Use technologies safely, respectfully and responsibly.* | *Recognise acceptable/unacceptable behaviour.* | *Identify a range of ways to report concerns about contact and content.* | **Be discerning in evaluating digital content.** |

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| **Computer Science** |
| **Early Years** | **Understands that devices can be controlled.** | **Completes a simple program on a computer.** |
| **Year 1** | **Understands what algorithms are.** | **Creates simple programs.** |
| **Year 2** | *Understands what algorithms are* **and that they run as programs on digital devices.****Understands that algorithms need to be precise and unambiguous.** | *Creates* **and debugs simple programs.****Uses logical reasoning to predict the behaviour of simple programs.** |
| **Year 3** | **Design and write programs that accomplish specific goals, including controlling or simulating physical systems.** |  | **Use sequence in programs.** | **Work with various forms of input and output.** | **Use logical reasoning to explain how some simple algorithms work.** |  |
| **Year 4** | *Design, write* **and debug** *programs that accomplish specific goals, including controlling or simulating physical systems.* | **Solve problems by decomposing them into smaller parts.** | *Use sequence* **and repetition** *in programs.* | *Work with various forms of input and output.* | *Use logical reasoning to explain how some simple algorithms work.***Use logical reasoning to detect and correct errors in algorithms.** |  |
| **Year 5** | *Design, write and debug programs that accomplish specific goals, including* **controlling** *or simulating* **physical systems.** | *Solve problems by decomposing them into smaller parts.* | *Use sequence,* **selection** *and repetition in programs.* | *Work with various forms of input and output.* | *Use logical reasoning to explain how some simple algorithms work.**Use logical reasoning to detect and correct errors in algorithms* **and programs.** | **Appreciate how search results are selected and ranked.** |
| **Year 6** | *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.* | *Solve problems by decomposing them into smaller parts.* | *Use sequence, selection, repetition and* **variables** *in programs.* | *Work with various forms of input and output.* | *Use logical reasoning to explain how some simple algorithms work.**Use logical reasoning to detect and correct errors in algorithms and programs.* | **Understand computer networks, including the Internet and how they can provide multiple services, such as the World Wide Web.***Appreciate how search results are selected and ranked.* |