

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Digito	al literacy			



	I know what a	I know why we	I can keep my	I can explain	I can talk about	I can choose a	I can protect my	I can use my
	password is.	need	password	why I need to	what makes a	secure password	password and	privacy settings
		passwords.	private.	keep my	secure	for online	other personal	to keep my
	I can ask for			password	password and	tools/sites	information.	personal
	permission to	I know my	I can tell you	private.	why they are			information safe
>	use a device	name, age,	what personal		important.	I can talk about	I can explain why	
		address and	information is.	I can explain		the ways I can	I need to protect	I can explain the
E-safety		where I go to		why it's	I can protect	protect myself	myself and my	consequences
.!.		school is	I can tell an	important to	my personal	and my friends	friends and the	of sharing too
		personal	adult when I see	keep my	information	from harm online.	best ways to do	much
		information.	something	personal	when I do		this, including	information
			unexpected or	information	different things	I can use the	reporting	about myself
		I can tell an	worrying online.	private.	online.	safety features	concerns to an	online and
		adult before I				online (e.g. apps,	adult.	support my
		go online.	I can recognise	I know what to	I can use the	games, devices)		friends to
			an age	do when I see	safety features	as well as	I can explain why	protect
		I can show an	appropriate	something	of websites as	reporting	I need to protect	themselves
		adult the	website.	inappropriate	well as	concerns to an	my computer or	
		websites I am		online e.g. use	reporting	adult.	device from	I can protect my
		using to check	I know that not	the report	concerns to an		harm.	computer or
		they are	all	button	adult.	I can choose		device from
		appropriate.	downloadable			websites and	I can discuss the	harm on the
			games and files	I can describe	I can recognise	games that are	importance of	internet.
		I know that	on the internet	the things that	websites and	appropriate for	choosing an age-	
		games and files	are safe	happen online	games	my age.	appropriate	I can identify
		can be		that I must tell	appropriate for		website or game.	age appropriate
		downloaded	I know that not	an adult about.	my age.	I can talk about		websites, apps
		using the	everyone is who			why I need to ask	I know which	and games
		internet.	they say they	I can explain	I can ask an	a trusted adult	resources on the	online.
			are on the	why not all	adult before	before	internet I can	
		I know that	internet.	downloadable	downloading	downloading files	download and	I can explain
		everyone can		games and files	files and games	and games from	use.	why it is
		put their	I know that	are not safe.	from the	the internet.	I know not to	important to
		information	anyone and		internet.		open messages	check resources
		online.	everyone can			I can question	and emails from	found on the



	I know that	post anything			the validity of	unknown	internet before
	anyone can	online		l understand	profiles online.	people/profiles	downloading
	access		I understand	how easy it is			them.
	information		that people can	for people to	I understand the	I know that	I understand
	online.		pretend to be	make a fake	consequences of	anything I post	why it is
			someone they	profile	posting	online can be	important not
			are not online		something online	seen, used and	open messages
				I know that		may affect	and emails from
			I can explain	anything I post		others.	unknown
			how everyone	online can be			people/profiles
			can post	seen by others.			
			anything online				I can explain the
							positive and
							negative impact
							of anything that
							is posted online.



	I can recognise	I can recognise	I can talk about	I can make	I can use	I can talk about	I can explain the	
	that a range of	common uses	why I should go	good choices	strategies to	the dangers of	consequences of	
	technology is	of information	online for a	about how long	manage the	spending too	spending too	
	used in places	technology	short amount of	I spend online.	time I spend	long online or	much time online	
	such as homes	beyond school	time.		online or	playing a game.	or on a game.	
	and school			I can post	playing a game.			
Q Q		I can talk about	I know that any	positive		I can explain the	I can explain the	
sense	I can be kind	why it's	messages or	comments and	I can post and	importance of	consequences to	
Š	and respectful	important to be	personal mages	sensible	comment	communicating	myself and	
<u> </u>	online	kind and polite.	I use online	personal	positively and	kindly and	others of not	
and			leave a trail	images online.	respectfully	respectfully.	communicating	
					online.		kindly and	
Safety				I know to ask		I know that	respectfully.	
¥e				permission to	I understand	posting other	I can explain the	
Sc				post a photo of	why I need to	people's photos	impact of posting	
ш				someone else	ask permission	without	another person's	
				online	to post a photo	permission can	photo online	
					of someone	have	without	
					else online	consequences	permission	



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programming and algorithms				Compute	r science			
	I can show an	l can	l can	I can show an	I can create an	I can create an	I can test and	I can identify the
	interest in	understand that	understand that	awareness of	algorithm for a	algorithm by	debug	important
	technological	pushing a	an algorithm is	the need for	program by	using coding	programs as I	aspects of a
	toys with	button on a toy	a set of	algorithms to be	deconstructing	structures for	go and can use	task
	buttons, knobs	will give it an	instructions	precise	it	selection and	logical methods	(abstraction)
	or pulleys,	instruction	used to solve a			repetition	to identify the	and then
	such as		problem or	I can create a	I can create a		approximate	decompose
	cameras or	I can predict	achieve an	simple program	design that	I can make	cause of any	them in a
	mobile phones	what will	objective	that achieves a	shows the	more intuitive	bug and	logical way
	(through role	happen when I		specific purpose	thinking of the	attempts to	identifying the	using my
	play activities)	push a button.	I can work out		desired task	debug their own	specific line of	knowledge of
Su			what is wrong	I can identify	and how it	programs	code	possible coding
ے ح	I know how to		with a simple	and correct	translates into			structures.
₹	operate simple		algorithm when	some errors and	code		I can translate	
0	equipment, e.g.		the steps are	show an		I can use timers	algorithms that	I can test and
 	turns on CD		out of order	awareness of	I can identify an	to achieve	include	debug my
<u> </u>	player and use			the need for	error within	repetition	sequence,	programs as I
5	remote controls.		I can read code	logical,	created	effects that are	selection and	go and use
<u> </u>			one line at a	programmable	program and	becoming more	repetition into	logical methods
∣ : ੋਂ			time and make	steps	make an	logical and are	code with	to identify the
			a good attempt		attempt to fix it.	integrated into	increased ease	cause of bugs
E			to predict the	I can identify the		my program	to create my	to try and
5			overall effect of	parts of a	I can use	designs	own programs	identify a
2			the program	program that	simple	I can attempt to		particular line of
				respond to	sequences to	combine		code causing a
				specific events	design and	different coding		program.
				and initiate	code a program	structures		
				specific actions				I can nest
								coding
								structures within
								each other;



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			l can	I can read	I can begin to	l can
			experiment with	programs with	think about	demonstrate
			timers to	several steps	code structure	coding with an
			achieve	and predict the	in terms of	improving
			repetition	outcome	ability to debug	understanding
			effects in my	accurately	and interpret	of variables in
			program		the code later	coding, outputs
				I can recognise	e.g. the use of	such as sound
			l can	the main	tabs to organise	and movement,
			understand how	component	code and the	inputs from the
			variables can	parts of	naming of	user of the
			be used to store	hardware which	variables	program such
			information	allow		as button clicks
			while a program	computers to	l can	and the value of
			is executing	join and form a	understand the	functions
				network	value of	
			I can begin to		computer	I can interpret a
			use and		networks but	program in
			understand if		also be aware	parts and make
			statements,		of the main	logical attempts
			repetitions and		dangers	to put the
			variables			separate parts
					I can select the	of the complex
			I can make		most	algorithm
			good attempts		appropriate	together to
			to debug more		form of online	explain the
			complex code		communication	program as a
					based on	whole
			I can read		audience and	
			programs with		digital content	
			several steps			
			and predict the			
			outcome			
			accurately.			



		I can list and		
		use a range of		
		ways that the		
		internet can be		
		used to provide		
		different		
		methods of		
		communication		



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Information ted	chnology literacy			
	I can use	I can recognise	I can use a	I can make	I can use	I can write and	I can use	I can write and
	pictures or pens	a picture	basic word	simple	software to	deliver a	software to	deliver a
	on an	password and	processing	presentations.	create an	presentation on	create an	presentation
<u> 5</u>	interactive	type my first	package e.g. to		ebook, brochure	a given subject.	ebook, brochure	incorporating a
≥	whiteboard.	name as a	write and	I can contribute	or poster on a		or poster	range of media.
€		username	illustrate a story.	to collaborative	given topic.	I can write a	incorporating a	
80				writing e.g. a		blog on a given	range of media.	
Literacy software			I can type	class blog or	I can use simple	topic.		l can
ğ			simple	story.	software to		I can use email	independently
<u> </u>			sentences on a		communicate	I can type	to	write and edit
<u> </u>			computer.	I can type	with others (e.g.	paragraphs	communicate	their own blog,
				sentences	email)	using the shift	with others	commenting on
				correctly using		key and correct	using a variety	other people's
				the spacebar.	I can type	punctuation	of email	blogs.
					sentences using	symbols.	functions e.g.	
					the spacebar		attachments,	I can touch-type
					and shift key.		CCing and	and use
							signatures.	shortcuts on the
								keyboard.
							I can begin to	
							touch-type	
							when typing on	
							a computer.	



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	I can move	I can create	I can be	l can use	I can select	I can select and	l can	I can consistently
	objects on a	shapes and edit	creative with	technology to	software to	use a variety of	consistently	select, use and
_	screen.	objects on a	different	organise and	accomplish a	software on a	select and use a	combine a
<u>.</u>		screen.	technology	present ideas in	given goal.	range of	variety of	variety of
8	I can use an		tools.	different ways.		different	software to	software to
<u> </u>	interactive	I can use a			I can combine a	devices to	design and	design, create
∃	whiteboard for	paint package	I can use	I can use the	mixture of text,	accomplish a	create content	and evaluate
Multimedia	mark making	to create a	technology to	keyboard on a	graphics and	given goal	for a given	content for a
_		picture	create and	device to add,	sound to share		audience	given audience
	I am aware that		present ideas.	delete and	their ideas and	I can use		
	it is possible to	I can use a		space text for	learning.	photos, video	I can use text,	I can explain why
	interact with	digital device to	I can use the	others to read.		and sound to	photo, sound	I have selected a
	multimedia	record images	keyboard or a		I can use	present their	and video	particular
	software to		word bank on	I can talk about	appropriate	ideas	editing tools to	software/digital
	make	I can develop	my device to	a technology	keyboard		edit and	device and how it
	something	mouse control	enter text.	they are using	commands to	I can change	improve their	helps
	happen on	through simple		to create digital	amend text on a	the appearance	work	accomplish a
	screen.	activities on-	I can save and	content	device,	of text to		given goal
		screen	open work		including	increase its	I can use the	
		including click-		I can save and	making use of a	effectiveness.	skills already	I can talk about
		and-drag,		open files on	spellchecker		developed to	audience,
		drag-and-drop.		different		I can use a	create content	atmosphere and
				devices	I can recognise	keyboard	using unfamiliar	structure when
		I can begin to			and use	confidently and	technology.	planning a
		use a keyboard			different forms	make use of a		particular
		and develop			of multimedia	spellchecker to	I can review and	outcome.
		familiarity with				write and review	improve my	
		letters,				my work.	own work,	I can combine a
		numbers,					considering the	range of media,
		backspace (to					impact on their	recognising the
		delete), arrow					intended	contribution of
		keys and					audience.	each to achieve
		space bar.						a particular
								outcome.



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							I can support	I can evaluate
							others to	the effectiveness
							improve their	of my own and
							work.	other's work,
								considering the
								impact on the
								intended
								audience
								I can make
								improvements to
								my work and
								support others to
								improve theirs
	I show an	I can begin to	I can use	I can talk about	I can talk about	I can organise	l can use a	I can select the
	interest in	sort, classify or	technology to	the different	the different	data in different	spreadsheet to	most effective
	collecting	group various	collect	ways to use	ways data can	ways.	collect and	tool to collect
	real objects.	objects	information	technology e.g.	be organised.		record data.	data for
5 1		progressing	including	a camera,		I can collect		investigation.
<u>=</u> .		from practical	photos, videos	microphone or	I can search a	data and	I can choose an	
		activities to the	and sound.	sound recorder.	ready-made	identify where it	appropriate tool	I can check the
2		use of ICT e.g.			database to	could be	to help collect	data collected
エ		sorting fruit into	I can talk about	I can make and	answer	inaccurate.	data. (e.g data	for accuracy and
ţ		colours, types or	different ways	save a chart or	questions.		logger, iPad,	plausibility.
Data Handling		shapes, and	in which	graph using the	1	I can plan,	thermometer)	, , , , ,
_		then on screen.	information can	data collected.	I can collect	create and	,	I can interpret
			be shown.		data to help	search a	I can present	the data
		In can use ICT		I can talk about	answer a	database to	data in an	collected.
		to sort and	I can sort	the data in	question.	answer	appropriate	3333
		sequence	different kinds	mychart or	94554514	questions.	way.	I can present the
		objects on a	of information	graph.	I can add to a	9400000	way.	data collected in
		screen or	and present it	9,95,,	database e.g.	I can choose		an appropriate
		interactive	to others.		j2data on LGfL	the best way to		way.
		board	to others.		jzaata on toit	present data to		way.
		board				others.		
						otners.		



		I can create	I can add	I can create a	I can make a		I can search a	I can use the
			information to a		branching	I can use a data	database (eg. a	skills I have
		simple		simple				
		pictograms with	pictogram,	branching	database e.g.	logger to record	library	developed to
		support.	using digital	database e.g.	j2e on lgfl or	and share their	database,	interrogate a
			software, and	j2e on lgfl from	2question.	readings with	online grocery	database.
			talk about what	given questions.		others.	shopping) using	
			I have found		I can use a data		different	
			out.		logger to		operators (e.g.	
					monitor		and, or, not) to	
					changes and		refine their	
					can talk about		search.	
					the information			
					collected		I can talk about	
							mistakes in	
							data and	
							suggest how it	
							could be	
							checked.	
	I know that	I can identify	I can make a	I can retrieve	I can retrieve	l can	I can use	I can apply filters
	information can	which devices	distinction	relevant	digital content	understand that	advanced	when searching
	be retrieved	access the	between	information	using a search	search engines	search options	for digital
پ	from computers	internet e.g. TV,	modern	using a search	engine	rank pages	to make more	content
Using the internet		mobile phones,	technology that	engine		according to	effective use of	
ē		tablets, PC,	uses the		I understand	relevance	a search engine	I can explain in
<u> </u>		laptop, gaming	internet and	I can make links	that search			detail how
<u> </u>		devices.	technology that	between	engines select	I can decide	I understand	credible a
₽			does not.	technology I see	pages	whether digital	and can explain	webpage is and
ַב				around me and	according to	content is	in some depth	the information it
S.			I can show an	the learning I do	keywords found	relevant for a	the difference	contains.
–			awareness of	in school	in the content	given purpose	between the	
			how IT is used			or question	Internet and the	I can compare
			for		I can search for		World Wide Web	content sources
			communication		information			and rate them in
			beyond school		within a single			terms of quality
					site			and accuracy.



			I understand	I know what a	
			that the internet	WAN and a LAN	I can appreciate
			transmits	are and can	that search
			information as	describe how	engines rank
			packets of data	they access	pages based on
				internet in	the number and
				school	quality of in-
					bound links
				I understand	
				that search	
				engines use a	
				cached copy of	
				the crawled	
				web to select	
				and rank results	