

The purpose of this document is to provide a comprehensive list of 'I can' statements for every element of the Computing curriculum from EYFS – Year 6. It should demonstrate a clear progression of skills and knowledge for a secure child working solidly at expected standard in each year group. This should enable us as a collective staff to best implement computing at St Joseph's.

Credit to **ICT with Mr P** for the original content and statements in this document.

Information Technology

Word Processing/Typing

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can play on a touch screen game and use computers/keyboards/mouse in role play. • I can type letters with increasing confidence using a keyboard and tablet. • I can dictate short, clear sentences into a digital device.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can confidently type words quickly and correctly onto a digital device. • I can use the space bar to make space and delete to delete letters/words. • I can make a new line using enter/return. • I can dictate into a digital device more accurately and with punctuation.
2		<ul style="list-style-type: none"> • I can use the space bar only once between words and use touch to navigate to words letters to edit. • I can copy and paste images and text. • Use caps lock for capital letters. • I can add images alongside text in a word processed document. • I can dictate longer passages into a digital device with accurate punctuation.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g and use right fingers for h/j/k/l. • I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows. • I can use cut, copy and paste to quickly duplicate and organise text.
4		<ul style="list-style-type: none"> • I can combine digital images from different sources, objects and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. • Confidently and regularly use text shortcuts such as cut, copy, paste and delete to organise text. • Use font sizes appropriately for audience and purpose. • Use spell check and thesaurus including through Siri and other AI technology.
5		<ul style="list-style-type: none"> • I can start to apply other useful effects to my documents such as hyperlinks. • I can import sounds to accompany and enhance the text in my document. • I can organise and reorganise texts on screen to suit a purpose.
6		<ul style="list-style-type: none"> • I can confidently choose the best application to demonstrate my learning. • I can format text to suit a purpose. • I can publish my documents online regularly and discuss the audience and purpose of my content.

Data Handling

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can identify a chart. • I can sort physical objects, take a picture and discuss what I have done. • I can present simple data on a digital device.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can sort images or text into two or more categories on a digital device. • I can collect data on a topic. • I can create a tally chart and pictogram. • I can record myself explaining what I have done and what it shows me.
2		<ul style="list-style-type: none"> • I can sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software. • I can orally record myself explaining what the data shows me. • I can create a branching database using questions.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can create my own sorting diagram and complete a data handling activity with it using images and text. • I can start to input simple data into a spreadsheet. • I can create a feelings chart exploring a story or character's feelings.
4		<ul style="list-style-type: none"> • I can create my own online multiple choice questionnaire. • I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. • I understand how data is collected.
5		<ul style="list-style-type: none"> • I can create and publish my own online questionnaire and analyse the results. • I can use simple formulae to solve calculations including =sum and other statistical functions. • I can edit and format different cells in a spreadsheet.
6		<ul style="list-style-type: none"> • I can write spreadsheet formula to solve more challenging maths problems. • I can create and publish my own online quiz with a range of media (images and video).

Presentations, web design and eBook creation.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can record my own voice over a picture. • I can create a simple digital collage. • I can move and resize images with my fingers or mouse.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can add labels to an image. • I can order images to create a simple storyboard. • I can create a simple spider diagram. • I can sequence a series of pictures to explain my understanding of a topic.
2		<ul style="list-style-type: none"> • I can add voice labels to an image. • I can add a voice recording to a storyboard. • I can add speech bubbles to an image to show what a character thinks. • I can import images to a project from the web and camera roll.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can create an interactive comic with sounds, formatted text and video. • I can annotate an image with videos. • I can create a simple web page. • I can create a simple digital timeline/mindmap.
4		<ul style="list-style-type: none"> • I can create an interactive quiz eBook introducing hyperlinks. • I can create an eBook with text, images and sound. • I can create a presentation demonstrating my understanding with a range of media. • I can create a digital timeline/mindmap and include different media – sound and video.
5		<ul style="list-style-type: none"> • I can collaborate with peers using online tools eg. Blogs, Google Drive, Office 365. • I can create and export an interactive presentation including a variety of media, animations, transitions and other effects. • I can create an interactive guide to an image by embedding digital content and publishing it online. • I can create a webpage and embed video.
6		<ul style="list-style-type: none"> • I can create a website which includes a variety of media. • I can design an app prototype that links multimedia pages together with hyperlinks. • I can choose applications to communicate to a specific audience. • I can evaluate my own content and consider ways to make improvements.

Animation

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can animate a simple image to speak in role. • I can create a simple animation to tell a story including more than one character.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can add filters and stickers to enhance an animation of a character. • I can create an animation to tell a story with more than one scene. • I can add my own pictures to my story animation.
2		<ul style="list-style-type: none"> • I can create multiple animations of an image and edit these together. • I can create a simple stop motion animation. • I can explain how an animation/flip book works.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can create animations of faces to speak in role with more life-like realistic outcomes. • I can improve stop motion animation clips with techniques like onion skinning. • I can use animation tools in presenting software to create simple animations.
4		<ul style="list-style-type: none"> • I can take multiple animations of a character I have created and edit them together for a longer video. • I can use software to create a 3D animated story. • I can use line draw tool to create animations.
5		<ul style="list-style-type: none"> • I can record animations of different characters and edit them together to create an interview. • I can add green screen effects to a stop motion animation. • I can create flip book animations using digital drawings and export as a Gif or video.
6		<ul style="list-style-type: none"> • I can mix animations and video recordings of myself to create video interviews. • I can plan, script and create a 3D animation to explain a concept or tell a story. • I can choose and create different types of animations to best explain my learning.

Video Creation

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I know the difference between photography and video. • I can record a short film using the camera. • I can record and play a film. • I can watch films back.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can record a film using the camera app. • I can select images and record a voiceover. • I can highlight and zoom into images as I record.
2		<ul style="list-style-type: none"> • I can write and record a script using a teleprompter tool. • I can use tools to add effects to a video. • I can begin to use green screen techniques with support.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can sequence clips of mixed media in a timeline and record a voiceover. • I can trim and cut film clips and add titles and transitions. • I can independently create a green screen clip. • I can create my own movie trailer.
4		<ul style="list-style-type: none"> • I can add music and sound effects to my films. • I can add animated titles and transitions. • I can add simple subtitles to a video clip. • I can confidently use green screen, adding animated backgrounds.
5		<ul style="list-style-type: none"> • I can use cutaway and split screen tools in iMovie. • I can evaluate and improve the best video tools to best explain my understanding. • I can further improve green screen clips using crop and resize, and explore more creative ways to use the tool – wearing green clothes and the masking tool.
6		<ul style="list-style-type: none"> • I can use the green screen masking tool with more than one character. • I can use picture in picture tools in iMovie. • I can add animated subtitles to my film to further enhance my creation. • I can create videos using a range of media – green screen, animations, film and image.

Photography and Digital Art

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can take a photograph. • I can take a photograph and use it in an app. • I can use a painting app and explore the paint and brush tools.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can edit a photo with simple tools. • I can use a paint/drawing app to create a digital image. • I can begin to cut out an image to layer on another image.
2		<ul style="list-style-type: none"> • I can edit a photo (crop, filters, mark up etc.) • I can select and use tools to create digital imagery – controlling the pen and using the fill tool. • I can cut images with accuracy to layer on other images.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can confidently take and manipulate photos. • I can create a digital image using a range of tools, pens, brushes and effects. • I can create transparent images with Instant Alpha.
4		<ul style="list-style-type: none"> • I can enhance digital images and photographs using crop, brightness, contrast and resize. • I can manipulate shapes to create digital art. • I can draw a series of images and export as an animated Gif.
5		<ul style="list-style-type: none"> • I can make a digital photo using camera settings. • I can enhance digital photos and images using crop, brightness and resize tools. • I can link and explain how to photoshop images and how this is used in the media.
6		<ul style="list-style-type: none"> • I can edit a picture to remove items, add backgrounds, merge 2 photos. • I can evaluate and discuss images explaining effects and filters that have been used to enhance the media. • Use a 3D drawing app to create a realistic representation of world objects.

Augmented Reality and Virtual Reality

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can scan a QR code. • I can explore a 360° image. • I can talk about AR objects in my class.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can explore an interactive 360° image. • I can scan a trigger image to begin an AR experience. • I can pretend to interact with AR objects.
2		<ul style="list-style-type: none"> • I can draw my own 360° image and explore it in VR. • I can bring objects into my surroundings using Augmented Reality. • I can create my own QR code.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can create my own digital 360° image and explore it in VR. • I can create my own images and bring it into my surroundings through AR.
4		<ul style="list-style-type: none"> • I can create my own 360° video. • I can use the camera to create a 360° image. • I can add multiple objects into my surroundings through AR to explain a concept.
5		<ul style="list-style-type: none"> • I can create an interactive VR experience. • I can create an animated object and bring it into my surroundings through AR. • I can create an AR experience using objects I have created, to explain a concept.
6		<ul style="list-style-type: none"> • I can create and upload my own VR Google Expedition. • I can create an interactive poster using AR. • I can explain how VR and AR works.

Sound

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can record sounds with different resources. • I can find ways to change your voice (tube, tin can, shouting to create an echo.) • I can record sounds/voice in storytelling and explanations.
1	2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can create a sequence of sounds (instruments, apps/software.) • I can explore short and long sounds. • I can record my voice and add different effects.
2		<ul style="list-style-type: none"> • Create a musical composition using software. • I can record my own sound effects. • I can record my voice over a composition to perform a song.
3	2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can create and edit purposeful compositions using music software to create mood or a certain style. • I can experiment with live loops to create a song.
4		<ul style="list-style-type: none"> • Edit sound effects for a purpose. • Create a simple four chord song following the correct rhythm. • I can record a radio broadcast or audiobook.
5		<ul style="list-style-type: none"> • Add voice over and edit sound clips (volume, pitch, fade, effects) to create a podcast. • Create a remix of a popular song.
6		<ul style="list-style-type: none"> • Add voice over and edit sound clips (volume, pitch, fade, effects) to use in a film or radio broadcast (podcast.) • Compose a soundtrack that can be added to a film project.

Computer Science

Computational Thinking

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can follow simple oral algorithms. • I can spot simple patterns. • I can sequence simple familiar tasks.
1	2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	<ul style="list-style-type: none"> • I understand what algorithms are. • I can write simple algorithms. • I understand the sequence of algorithms is important. • I can debug simple algorithms. • I understand that algorithms are implemented as programs on digital devices.
2	2/1.2 create and debug simple programs. 2/1.3 use logical reasoning to predict the behaviour of simple programs.	<ul style="list-style-type: none"> • I can write algorithms for everyday tasks. • I can use logical reasoning to predict the outcome of algorithms. • I understand decomposition is breaking objects/processes down. • I can implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino) • I can debug algorithms.
3	2/1.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<ul style="list-style-type: none"> • I can create algorithms for use when programming. • I can decompose tasks (such as animations) into separate steps to create an algorithm. • I understand abstraction is focusing on important information. • I can identify patterns in an algorithm. • I can use repetition in algorithms.
4	2/1.2 Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	<ul style="list-style-type: none"> • I can use abstraction to focus on what is important in my design. • I can write increasingly more precise algorithms for use when programming. • I can use simple selection in algorithms. • I can use logical reasoning to detect and correct errors in programs.
5	2/1.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 2/1.4 Understand computer	<ul style="list-style-type: none"> • I can solve problems by decomposing them into smaller parts. • I can use selection in algorithms. • I can recognise the need for conditions in repetition within algorithms. • I can use logical reasoning to explain how a variety of algorithms work. • I can use logical reasoning to detect and correct errors in algorithms. • I can evaluate my work and identify errors.
6	networks including the internet; how they can provide multiple services such as the world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can recognise and make use of patterns across programming projects. • I can write precise algorithms for use when programming. • I can identify variables needed and their use in selection and repetition. • I can decompose code into sections for effective debugging. • I can critically evaluate my work and suggest improvements.

Coding and Programming

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can use a mouse, touch screen or appropriate access device to target and select options on screen. • I can input a simple sequence of commands to control a digital device with support (BeeBot.)
1	2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	<ul style="list-style-type: none"> • I can create a simple program eg. Sequence of instructions for a BeeBot. • I can use sequence in programs. • I can locate and fix bugs in my programs.
2	2/1.2 Create and debug simple programs. 2/1.3 Use logical reasoning to predict the behaviour of simple programs.	<ul style="list-style-type: none"> • I understand programs execute by following precise and unambiguous instructions. • I can create programs on a variety of digital devices. • I can debug programs of increasing complexity. • I can use logical reasoning to predict the outcome of simple programs.
3	2/1.1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<ul style="list-style-type: none"> • I can design and create programs. • I can write programs that accomplish specific goals. • I can use repetition in programs. • I can work with various forms of input.
4	2/1.2 Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	<ul style="list-style-type: none"> • I can use simple selection in programs. • I can work with various forms of output. • I can use logical reasoning to systematically detect and correct errors in programs.
5	2/1.3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<ul style="list-style-type: none"> • I can create programs by decomposing them into smaller parts. • I can use selection in programs. • I can use conditions in repetition commands. • I can work with variables. • I can create programs that control or simulate physical systems. • I can evaluate my work and identify errors.
6	2/1.4 Understand computer networks including the internet; how they can provide multiple services such as the world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can use a range of sequence, selection and repetition commands, combined with variables as required to implement my design. • I can create procedures to hide complexity in programs. • I can identify and write generic code for use across multiple projects. • I can critically evaluate my work and suggest improvements. • I can identify and use basic HTML tags (see Computer Networks objectives.)

Computer Networks (KS2 only)

3	2/1.4 Understand computer networks including the internet; how they can provide multiple services such as the world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none">• I understand that computers in a school are connected together in a network.• I understand why computers are networked.• I understand the difference between the Internet and the World Wide Web (WWW.)
4		<ul style="list-style-type: none">• I understand that servers on the Internet are located across the planet.• I understand how email is sent across the Internet.• I understand how the Internet enables us to collaborate.
5	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<ul style="list-style-type: none">• I understand how we view web pages on the Internet.• I use search technologies effectively.• I understand that web spiders index the web for search engines.• I appreciate how pages are ranked in a search engine.
6		<ul style="list-style-type: none">• I understand what HTML is and recognise HTML tags.• I know a range of HTML tags and can remix a web page.• I can create a webpage using HTML.

Digital Literacy/ESafety

The following objectives/outcomes can be used cross-curricularly alongside PSHE objectives/statements.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Self Image and Identity</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. I can explain how this could be either in real life or online.
1	2/1.5 recognise common uses of technology beyond school.	<ul style="list-style-type: none"> I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust.
2	2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (eg. Gaming; using an avatar; social media)
4	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in 'real life.' Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.
5	2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context.
6		<ul style="list-style-type: none"> I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Online Relationships</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can recognise some ways in which the Internet can be used to communicate. • I can give examples of how I (might) use technology to communicate with people I know.
1	2/1.5 Recognise common uses of technology beyond school.	<ul style="list-style-type: none"> • I can use the Internet with adult support to communicate with people I know. • I can explain why it is important to be considerate and kind to people online.
2	2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> • I can use the Internet to communicate with people I don't know well (eg. Email a penpal in another school/country.) • I can give examples of how I might use technology to communicate with others I don't know well.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration. 2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (eg. Emojis, acronyms, text speak.) • I can explain some risks of communicating online with others I don't know well. • I can explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I should be careful who I trust online and what information I can trust them with. • I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in 'real life.' • I can explain what is meant by 'trusting someone online'. I can explain why this different from 'liking someone online.'
4	2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • I can describe strategies for safe and fun experiences in a range of online social environments. • I can give examples of how to be respectful to others online.
5		<ul style="list-style-type: none"> • I can explain that there are some people I communicate with online, who may want to do me or my friends harm. I can recognise that this is not my/our fault. • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively.
6		<ul style="list-style-type: none"> • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (eg. Flaming, content produced in live streaming.) • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Online Reputation</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can identify ways that I can put information on the Internet.
1	2/1.5 Recognise common uses of technology beyond school.	<ul style="list-style-type: none"> • I can recognise that information can stay online and could be copied. • I can describe what information I should not put online without asking a trusted adult first.
2	2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can search for information about myself online. • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online.
4	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others.
5	2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgements about an individual.
6		<ul style="list-style-type: none"> • I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Online Bullying</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel.
1	2/1.5 Recognise common uses of technology beyond school.	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples.
2	2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them.
4	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • I can identify some online technologies where bullying might take place. • I can describe ways people can get bullied through a range of media (eg. Image, video, text, chat.) • I can 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.)
5	2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and ass when I need to do or say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do, if I needed their help (eg. Childline.)
6		<ul style="list-style-type: none"> • I can describe how to capture bullying content as evidence (eg. Screen-grab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Managing Online Information</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can talk about how I can use the Internet to find things out. • I can identify devices I could use to access information on the Internet. • I can give simple examples of how to find information (eg. Search engine, voice activated searching.)
1	2/1.5 Recognise common uses of technology beyond school. 2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> • I can use the Internet to find things out. • I can use simple keywords in search engines. • I can 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.
2		<ul style="list-style-type: none"> • I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get information I need (eg. Home, forward, back buttons; links, tabs and sections.) • I can explain what voice activated searching is and how it might be used (eg. Alexa, Google Now, Siri.) • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be true.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can use key phrases in search engines. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain how the Internet can be used to sell and buy things. • I can explain the difference between a 'belief', an 'opinion' and a 'fact'.
4	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. 2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • I can describe how I can search for information with a wide group of technologies (eg. Social media, image sites, video sites.) • I can describe some of the methods used to encourage people to buy things online (eg. Advertising offers; in-app purchases, pop-ups). • I can explain that some people I 'meet online' (eg. Through social media) may be computer programs pretending to be real people. • I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
5		<ul style="list-style-type: none"> • I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results. • I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information (inaccurate information, distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). • I can explain what is meant by 'being sceptical'. • I can give examples of when and why it is important to be 'sceptical'. • I can explain what is meant by a 'hoax'. • I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate, or legal.

		<ul style="list-style-type: none"> • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (eg. The sharing of misinformation either by accident or on purpose).
6		<ul style="list-style-type: none"> • I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (eg. Advertising and 'ad targeting'.) • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. • I can identify, flag and report inappropriate content.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Health, Well-being and Lifestyle</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can give some simple examples.
1	2/1.5 Recognise common uses of technology beyond school.	<ul style="list-style-type: none"> • I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules.
2	2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (eg. Games, films, videos).
4	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology. • I can suggest strategies to help me limit this time.
5	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.
6	2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (eg. PEGI, BBFC, parental advisory) and describe their purpose. • I can assess and action different strategies to limit the impact of technology on my health (eg. Nightshift mode, regular breaks, correct posture, sleep, diet and exercise.) • I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (eg. Monitoring my time online, avoiding accidents.)

<u>Year Group</u>	<u>NC Objectives</u>	<u>Privacy and Security</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can identify some simple examples of my personal information (eg. Name, address, birthday, age, location.) • I can describe people I can trust and can share this with; I can explain why I can trust them.
1	2/1.5 Recognise common uses of technology beyond school. 2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> • I can recognise more detailed examples of information that is personal to me (eg. Where I live, my family's names, where I go to school.) • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain how passwords can be used to protect information and devices.
2		<ul style="list-style-type: none"> • I can describe why other people's work belongs to them. • I can recognise that content on the Internet may belong to other people.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust. • I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. • I understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with others.
4	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • I can explain what a strong password is. • I can describe strategies for keeping my personal information private, depending on context. • I can explain that others online can pretend to be me or other people, including my friends. • I can suggest reasons why they might do this. • I can explain how Internet use can be monitored.
5	2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my private information (eg. Friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain how and why some apps may request or take payment for additional content (eg. In-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
6		<ul style="list-style-type: none"> • I can use different passwords for a range of online services. • I can describe effective strategies for managing those passwords (eg. Password managers, acronyms, stories.) • I know what to do if my password is lost or stolen. • I can explain what app permissions are and can give some examples from the technology or services I use. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; • I can describe strategies to help me identify such content (eg. Scams, phishing.)

<u>Year Group</u>	<u>NC Objectives</u>	<u>Copyright and Ownership</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I know that work I create belongs to me. • I can name my work so that others know it belongs to me.
1	2/1.5 Recognise common uses of technology beyond school. 2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the Internet or other online technologies.	<ul style="list-style-type: none"> • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (eg. 'it's my idea' or 'I designed it'.) • I can save my work so that others know it belongs to me (eg. Filename, name on content).
2		<ul style="list-style-type: none"> • I can describe why other people's work belongs to them. • I can recognise that content on the Internet may belong to other people.
3	2/1.4 Understand computer networks including the Internet; how they can provide multiple services such as world-wide web; and the opportunities they offer for communication and collaboration.	<ul style="list-style-type: none"> • I can explain why copying someone else's work from the Internet without permission can cause problems. • I can give examples of what those problems might be.
4		<ul style="list-style-type: none"> • When searching on the Internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples.
5	2/1.5 Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused.
6	2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<ul style="list-style-type: none"> • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the Internet.