

Area of skills	Y1 Expected	Y2 Expected	Y3 expected
Digital literacy			
UNCRC Articles: 13, 17, 28	<p>Log on and off with use of prompt card</p> <p>Use a mouse to drag, scroll, left click and double click</p> <p>Use a keyboard (or word bank) to enter simple text (e.g. name, short sentences)</p> <p>Manipulate text (size, font, colour)</p> <p>Use technology to create or present simple ideas</p>	<p>Log on and off independently</p> <p>Use the mouse to right click for menu.</p> <p>To use a keyboard to enter and amend text that others can read (backspace, delete, ctrl + c/v/s)</p> <p>Know how to perform undo/redo</p> <p>To manipulate images (crop, resize, recolour) and text</p> <p>Choose appropriate technology to create or present ideas with purpose</p> <p>Choose when technology is appropriate for a task</p> <p>Conduct a simple search online</p>	<p>Create different effects with different technology tools.</p> <p>Combine a mixture of text, graphics and sound to share my ideas and learning.</p> <p>Use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.</p> <p>Evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online.</p>

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Computer Science			
UNCRC Article 17, 28	<p>Know that buttons can program a robot</p> <p>Understand the terms 'algorithm', 'debug' and 'program'</p> <p>Create and perform simple algorithms</p> <p>Know that computers must be programmed</p> <p>Understand that when an algorithm is inputted into a computer it is called a program</p> <p>Use logical reasoning to predict the outcome of an algorithm/program</p> <p>Understand that algorithms and programs must be precise</p> <p>Implement a simple algorithm as a program (Beebots/Scratch Jr)</p>	<p>Explain what an algorithm is and give examples</p> <p>Explain the difference between an algorithm and a program</p> <p>Look at a program and explain what will happen</p> <p>Find and fix errors in an algorithm or program (debug)</p> <p>Create precise algorithms and programs</p>	<p>Break an open-ended problem up into smaller parts.</p> <p>Put programming commands into a sequence to achieve a specific outcome.</p> <p>Test my program and recognise when I need to debug it.</p> <p>Use repeat commands and describe the algorithm I will need for a simple task.</p> <p>Detect a problem in an algorithm.</p> <p>Use repetition in scratch to create algorithms.</p>

Area of skills Information Technology	Y1 Expected	Y2 Expected	Y3 Expected
UNCRC Articles 8, 10, 13, 16, 17, 28, 29	<p>Save a document with support</p> <p>Retrieve document from a shared folder</p> <p>Recognise how technology is used at school/at home</p> <p>Recognise simple benefits of using technology (lots of information is easily available, communication, creating content)</p> <p>Recognise and control programmable toys</p>	<p>Save and retrieve documents independently</p> <p>Explain why we use technology for specific tasks (information available, communication, creating content)</p> <p>Begin to understand that content we use is created by other people</p>	<p>Save and retrieve work on the internet, the school network or my own device.</p> <p>Talk about parts of a computer.</p> <p>Tell you ways to communicate with others online.</p> <p>Describe the World Wide Web as the part of the internet that contains websites.</p> <p>Use search tools to find and use an appropriate website.</p> <p>Think about whether I can use images that I find online in my own work.</p> <p>Create pieces of work on the computer.</p>

Area of skills Online Safety	Y1 Expected	Y2 Expected	Y3 Expected
(Taken from Education for a connected world) UNCRC Article 17, 28, 36	<p>Name my work so others know it belongs to me</p> <p>Recognise that it is okay to say 'no' to someone who makes them feel sad, uncomfortable, embarrassed or upset</p> <p>Recognise some ways that the internet can be used to communicate</p> <p>Describe ways that someone could be unkind online</p> <p>Talk about how to use the internet as a way of finding information online</p> <p>Identify some simple example of personal information (name, address, birthday, age, location etc..)</p> <p>Identify rules that help keep us safe and healthy in and beyond the home when using technology</p>	<p>Identify ways that I can put information on the internet</p> <p>Give examples of how one might use technology to communicate with people one knows</p> <p>Offer examples of how someone being unkind can make others feel</p> <p>Identify devices I could use to access information on the internet</p> <p>Describe who would be trustworthy to share personal information with and explain why they are trusted</p> <p>Give examples of rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>Know that work I create belongs to me</p>	<p>Talk about what makes a secure password and why they are important.</p> <p>Protect my personal information when I do different things online.</p> <p>Use the safety features of websites as well as reporting concerns to an adult.</p> <p>Recognise websites and games appropriate for my age.</p> <p>Make good choices about how long I spend online.</p> <p>Know to ask an adult before downloading files and games from the internet.</p> <p>Post positive comments online and I am aware about social media.</p>