

KS1	EYFS	Year 1	Year 2
<b>Computer Science</b>  <b>Hardware</b>	<ul style="list-style-type: none"> <li>I can operate a simple camera to take photographs (teacher assess through cross-curricular subjects)</li> <li>I can recognise a range of technology used in school and at home (teacher assess through cross-curricular subjects)</li> <li>I can find the letters of my name on a keyboard (U1: L1, L2)</li> <li>I can begin to develop my movement and clicking skills when using a mouse (U1: L1, L2, L3, L4, L5)</li> <li>I can confidently explore and tinker with hardware to see how it works and use simple relevant vocabulary (U2: L5, (U3: L2)</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently explore and tinker with hardware to see how it works and use simple relevant vocabulary (U3: L1)</li> <li>I can identify a number of inputs and outputs for computers and devices around me (U2: L3)</li> <li>I can locate and identify most of the keys on a keyboard and navigate a mouse (U4: L2 and teacher assess through cross-curricular subjects)</li> </ul>	<ul style="list-style-type: none"> <li>I can name the different components and roles of a computer (U1: L1, L2, L3, L4, L5)</li> <li>I can identify when technology is working well via its output (U1: L2, L3, L4)</li> <li>I can take photos with a range of technology with greater control and skill (teacher assess through cross-curricular subjects)</li> <li>I can demonstrate growing touch-typing skills (U4: L2)</li> </ul>
<b>Computer Science</b>  <b>Networks and data representation</b>			
<b>Computer Science</b>  <b>Computational thinking</b>		<ul style="list-style-type: none"> <li>I understand that decomposition means breaking a problem down into smaller parts and to use</li> </ul>	<ul style="list-style-type: none"> <li>I can decompose a game to predict the algorithms used to create it (U2: L1, L2)</li> </ul>

		<p>it to solve unplugged challenges and sequences (U2: L4)</p> <ul style="list-style-type: none"> <li>I can use logical reasoning to predict the simple behaviours of simple programs (teacher assess through cross- curricular subjects)</li> <li>I can follow a simple set of instructions (U2: L2, U3: L3,</li> </ul>	<ul style="list-style-type: none"> <li>I can use decomposition to decompose a story into smaller parts (U2: L1)</li> <li>I can follow and create a clear and precise algorithm with little support (U2: L1, L2, L3, U4: L4)</li> <li>I can recognise that computers use precise algorithms to make predictions (U2: L1, L2)</li> <li>I can explain what abstraction is (U2: L4).</li> <li>I can explain what debugging is (U2 L5)</li> </ul>
<p><b>Computer Science</b></p> <p><b>Programming</b></p>	<ul style="list-style-type: none"> <li>I can follow practical instructions and learn when to debug when things go wrong with some support (U2: L1, L2, L4. U3: L1, L4, L5)</li> <li>I can give simple instructions (U2: L3, L4)</li> <li>I can give simple commands when programming a Bee-bot/Blue-bot (U3: L2, L3, L5)</li> <li>I can begin to explain what an algorithm is (U2: L4, U3: L4)</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to explain what an algorithm is (U2: L1, L5)</li> <li>I can create a simple algorithm with support (U3: L1, L3, L4, L5)</li> <li>I can program a virtual Bee-bot to follow a planned route (U3: L1, L3, L4, L5)</li> <li>I can debug instructions with growing independency (U2: L5, U3: L3, L4, L5)</li> <li>I can create a video explain how the virtual Bee-bot works (U3: L2)</li> </ul>	<ul style="list-style-type: none"> <li>I can use logical thinking to explore software, predicting and testing and explaining what it does (teacher assess through cross- curricular subjects)</li> <li>I can use an algorithm to write a basic computer program (U2)</li> <li>I can explain what a loops are and incorporate them to make code more efficient (U2: L3)</li> </ul>
<p><b>Information Technology</b></p> <p><b>Using Software</b></p>	<ul style="list-style-type: none"> <li>I can use a simple online paint tool to create digital art (U1: L3, L4)</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of basic tools within graphic editing software (U1: L5)</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my word processing skills (altering text, copying and pasting and using keyboard short cuts) (U4: L2)</li> </ul>

		<ul style="list-style-type: none"> <li>I can take skilful photos and edit them (teacher assess through cross- curricular subjects)</li> <li>I can create more complex digit art using a range of online tools (U1: L4, L5)</li> <li>I can further develop my mouse skills through dragging, clicking and resizing of images (U1: L2, L3, L4, L5)</li> </ul>	<ul style="list-style-type: none"> <li>I can use software to create a story animation (teacher assess through cross- curricular subjects)</li> <li>I can use online tools to create and label images (U4: L2)</li> </ul>
<p><b>Information Technology</b></p> <p><b>Using email and the internet and digital literacy.</b></p> <p>Safer Internet Day is celebrated every year on a Tuesday in mid-February. In 2022, it will be on the 8th of February.</p>	<ul style="list-style-type: none"> <li>I can participate in group image searches, led by the teacher (teacher assess through cross- curricular subjects)</li> <li>I can recognise that a range of technology is used by many people in many places (teacher assess through cross- curricular subjects)</li> <li>I can log in and log out of a computer independently (U1: L2)</li> <li>I understand what to do if I see something online that worries me (teacher assess through cross- curricular subjects)</li> </ul>	<ul style="list-style-type: none"> <li>I can understand what the internet is and some of its uses (teacher assess through cross- curricular subjects)</li> <li>I can search and download images from the internet safely (teacher assess through cross- curricular subjects)</li> <li>I can understand that we are connected to others when using the internet (teacher assess through cross- curricular subjects)</li> <li>I can log in and out and save my work independently (U1: L1, L2, L3) (teacher assess through cross- curricular subjects)</li> <li>I can understand the importance of a password</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate how to be respectful to others when sharing content online (U3)</li> <li>I can understand the importance of a password and not sharing personal information online (U3)</li> <li>I understand what to do if I see something online that worries me or when someone has been unkind online (U3)</li> <li>I can identify a number of ways to stay safe online (U3)</li> <li>I can explain why some information I find online may not be true (U3)</li> </ul>

		<p>(U1: L1, L2, L3) (teacher assess through cross-curricular subjects)</p> <ul style="list-style-type: none"> <li>I understand what to do if I see something online that worries me or when someone has been unkind online (teacher assess through cross-curricular subjects)</li> <li>I can identify a number of ways to stay safe online (teacher assess through cross-curricular subjects)</li> </ul>	
<p><b>Information Technology</b></p> <p><b>Using data</b></p>	<ul style="list-style-type: none"> <li>I can represent data through sorting and categorising objects with support (U4: L1, L2, L3, L4)</li> <li>I can help represent data through pictograms lead by a teacher (U4: L5)</li> <li>I can explore branch databases through physical games. (U4: L4)</li> </ul>	<ul style="list-style-type: none"> <li>I can understand a simple spreadsheet lead by a teacher (teacher assess through cross-curricular subjects)</li> <li>I can represent data in tables, charts and pictograms with support (U4: L1, L3, L5)</li> <li>I can sort and create branching databases with support (U4: L4)</li> <li>I can identify the positives of digital content (U4: L2)</li> </ul>	<ul style="list-style-type: none"> <li>I can collect and input data into a spreadsheet with increasing independency (teacher assess through cross-curricular subjects)</li> <li>I can interpret data (U4: L1, L5)</li> </ul>
<p><b>Information Technology</b></p> <p><b>Wider use of technology</b></p>		<ul style="list-style-type: none"> <li>I can recognise common uses of information technology (teacher assess through cross-curricular subjects)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how computers are used in the wider world (U4: L1, L2, L3) (teacher assess through cross-curricular subjects)</li> </ul>

		<ul style="list-style-type: none"><li>I can understand some of the ways we can use the internet (teacher assess through cross- curricular subjects)</li></ul>	
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