

**E-Safety – Self Image and Identity (From Education for a Connected World – NOS Scheme for Activities)**

Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal	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	information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	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	<b>Co2/1.4</b> 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	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 (e.g. gaming; using an avatar; social media).
4	<b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	<b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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		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.

<b>E-Safety – Online Relationships (From Education for a Connected World – NOS Scheme for Activities)</b>		
Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal	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	information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	I can use the internet to communicate with people I don't know well (e.g. 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	<b>Co2/1.4</b> 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 <b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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 (e.g. 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 is different from 'liking someone online'.
4		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		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		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 (e.g. 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.

<b>E-Safety – Online Reputation (From Education for a Connected World – NOS Scheme for Activities)</b>		
Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as	I can identify ways that I can put information on the internet.

	homes and schools. They select and use technology for particular purposes.	
1	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal	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	information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	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	<b>Co2/1.4</b> understand computer networks including the internet; how they can provide	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	multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration <b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	<b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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 judgments about an individual.
6		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

<b>E-Safety – Online Bullying (From Education for a Connected World – NOS Scheme for Activities)</b>		
Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.
1	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private;	I can describe how to behave online in ways that do not upset others and can give examples.
2	identify where to go for help and support when they have concerns about material on the internet or other online technologies	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	<b>Co2/1.4</b> 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 <b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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		I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. 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		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 assess 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 (e.g. Childline).
6		I can describe how to capture bullying content as evidence (e.g. 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.

<b>E-Safety – Online Bullying (From Education for a Connected World – NOS Scheme for Activities)</b>		
Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.
1	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private;	I can describe how to behave online in ways that do not upset others and can give examples.
2	identify where to go for help and support when they have concerns about material on the internet or other online technologies	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	<b>Co2/1.4</b> 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 <b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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		I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. 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		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 assess 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 (e.g. Childline).
6		I can describe how to capture bullying content as evidence (e.g. 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.

**E-Safety – Managing Online Information (From Education for a Connected World – NOS Scheme for Activities)**

Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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 (e.g. search engine, voice activated searching).
1	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private;	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	identify where to go for help and support when they have concerns about material on the internet or other online technologies	I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. 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		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	<b>Co2/1.4</b> 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	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 within a wide group of technologies (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
5	<b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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. 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 (e.g. the sharing of misinformation either by accident or on purpose).
6		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 (e.g. 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.

<b>E-Safety – Health, wellbeing and lifestyle (From ‘Education for a Connected World’ – NOS Scheme for Activities)</b>		
<b>Year Group</b>	<b>NC Objectives</b>	<b>Skills / Knowledge</b>
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private;	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	identify where to go for help and support when they have concerns about material on the internet or other online technologies	I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me
3	<b>Co2/1.4</b> 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	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 (e.g. games, films, videos).
4	<b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	<b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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		I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on my health (e.g. 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 (e.g. monitoring my time online, avoiding accidents ).

E-Safety – Privacy and security (From 'Education for a Connected World' – NOS Scheme for Activities)		
Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.
1	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> 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	I can recognise more detailed examples of information that is personal to me (e.g. 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		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	<b>Co2/1.4</b> 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	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	<b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	<b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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 (e.g. 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 (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
6		I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. 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 (e.g. scams, phishing)



E-Safety – Copyright and ownership (From 'Education for a Connected World' – NOS Scheme for Activities)		
Year Group	NC Objectives	Skills / Knowledge
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	I know that work I create belongs to me. I can name my work so that others know it belongs to me.
1	<b>Co2/1.5</b> recognise common uses of information technology beyond school <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private;	I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).
2	identify where to go for help and support when they have concerns about material on the internet or other online technologies	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	<b>Co2/1.4</b> 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	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	<b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	<b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	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		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

Coding / Programming			
Year Group	NC Objectives	Skills / Knowledge	Unit
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	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	N/A  <b>Apps used</b> Code Safari Beebot
1	<b>Co2/1.1</b> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	I can create a simple program e.g. sequence of instructions for a Bee Bot / A.L.E.X app I can use sequence in programs I can locate and fix bugs in my program	I am a traveller I am a route planner
2	<b>Co2/1.2</b> create and debug simple programs <b>Co2/1.3</b> use logical reasoning to predict the behaviour of simple programs	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	I am a Lunar explorer I am a programmer
3	<b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	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	I am a Scratch programmer I am a robot builder
4		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 I can work with various forms of output	I am a game developer I am a code writer
5		<b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output <b>Co2/1.3</b> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	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		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 am an app creator I am a robot programmer I am a computer programmer

Computational Thinking			
Year Group	NC Objectives	Skills / Knowledge	Unit
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	I can follow simple oral algorithms I can spot simple patterns I can sequence simple familiar tasks	N/A  <b>Possible Apps</b>
1	<b>Co2/1.1</b> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	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	I am a traveller I am a route planner
2	<b>Co2/1.2</b> create and debug simple programs <b>Co2/1.3</b> use logical reasoning to predict the behaviour of simple programs	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	I am a Lunar explorer I am a programmer
3	<b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	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	I am a Scratch programmer I am a robot builder
4		I can use abstraction to focus on what's 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	I am a game developer I am a code writer
5	<b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output <b>Co2/1.3</b> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	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	I am a robot programmer
6		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	I am an app creator I am a robot programmer I am a computer programmer

<b>Computer Networks – KS2 Only</b>			
Year Group	NC Objectives	Skills / Knowledge	Unit
3	<p><b>Co2/1.4</b> 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</p> <p><b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>I understand why computers are networked</p> <p>I understand the difference between the Internet and the World Wide Web (WWW)</p>	I am a tour guide
4		<p>I understand that servers on the Internet are located across the planet</p> <p>I understand how email is sent across the Internet</p> <p>I understand how the Internet enables us to collaborate</p>	I am a world wide web user
5		<p>I can create a web site which includes a variety of media.</p> <p>I can design an app prototype that links multimedia pages together with hyperlinks.</p> <p>I can choose applications to communicate to a specific audience.</p> <p>I can evaluate my own content and consider ways to improvements.</p>	I am a web developer
6		<p>I understand how we view web pages on the Internet</p> <p>I use search technologies effectively</p> <p>I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts.</p> <p>I understand how data is collected.</p> <p>I can use simple formulae to solve calculations including =sum and other statistical functions</p> <p>I can edit and format difference cells in a spreadsheet.</p> <p>I can write spreadsheet formula to solve more challenging maths problems.</p>	I am a planner

**Using and Creating**

Year Group	NC Objectives	Skills / Knowledge	Unit
EYFS	<b>ELG 15</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	I can play on a touch screen game 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	N/A  <b>Apps used</b>
1	<b>Co2/1.4</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>Co2/1.5</b> recognise common uses of information technology beyond school	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. I can select images and record a voiceover. I can highlight and zoom into images as I record.	I am a weather presenter I am a collector I am sharing
2		I can use the space bar only once between words and use touch to navigate to words letter to edit I can copy and paste images and text I can use caps locks 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.	I am a presenter I am a researcher I am a Tour guide <b>Apps</b> Book creator
3	<b>Co2/1.6</b> 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.	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. I can confidently take and manipulate photos I can create a digital image using a range of tools, pens, brushes and effects	I am an Archaeologist I am a Tour Guide 2 I am a Photographer
4		I can create an interactive presentation using hyperlinks and hotspots. I can create a presentation demonstrating my understanding with a range of media. I can create an eBook with text, images and sound.	I am a researcher 2 I am a presenter 2
5		I can use a 3D drawing app to create a realistic representation of world objects	I am an Architect
6		I can add animated subtitles to my film to further enhance my creation. I can create videos using a range of media - animations, film and image. 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 am a documentary maker