



	Year One	Year two
<b>Computer Systems and Networks/ Information Technology</b>	Identify examples of technology and explain how they can help us Recognise that a computer is an example of technology Describe what a keyboard is for Know a computer stores work in files Give examples of rules to keep them safe and healthy when they are using technology in and beyond the home Choose a piece of technology to do a job Identify the main parts of a computer Use a keyboard to type their name on a computer Turn on the computer and log on with an aid Use a mouse in different ways – click, select and drag Use the keyboard to edit text and delete letters Demonstrate that they can use technology safely	To recognise the uses and features of information technology To identify the uses of information technology in the school Identify examples of computers Describe some uses of computers Identify that some IT can be used in more than one way To identify information technology beyond school Find examples of information technology Talk about uses of information technology To explain how information technology helps us To explain how to use information technology safely Talk about different rules for using IT Say how rules can help keep me safe To recognise that choices are made when using information technology Explain the need to use IT in different ways
<b>Programming - Robots</b>	Explain what a given command does Predict the outcome of a sequence involving up to four commands Match a command to an outcome Understand that a program is a set of commands that a computer can run Know that a series of instructions can be issued before they are enacted Predict the outcome of a command on a device Run a command on a floor robot Choose a command for a given purpose Choose a series of words that can be enacted as a program Build a sequence of commands in steps from a given starting point Combine commands in a program Run a program on a device Debug a program to correct errors	Understand a series of instructions Understand different algorithms by changing the sequence of commands Predict what a sequence of commands will do Follow sequences of instructions including moving forwards and backwards, and turning left and right. Plan a series of instructions for someone else to follow Plan a mat layout with several possible routes Plan and execute a program to reach a goal and debug as needed

<b>Programming - Creation</b>	<p>Explain what a sprite is</p> <p>Compare different programming blocks</p> <p>Know a series of commands can be joined together to form a program</p> <p>Understand that a program is a set of commands a computer can run</p> <p>Predict the outcome of a command</p> <p>List commands that can be used on a device</p> <p>Match a command to an outcome</p> <p>Recognise how to run a command</p> <p>Run different commands for different sprites</p> <p>Choose a command for a given purpose</p> <p>Build a sequence of commands in steps</p> <p>Use the start command to initialise a program</p> <p>Debug a program</p>	<p>Know that a sequence can be started using a variety of event blocks</p> <p>Know that a sequence has an outcome, and identify different programs that have the same outcome</p> <p>Know the backgrounds can be changed through the programming blocks</p> <p>Understand the role of the numbers on ScratchJr blocks</p> <p>Write and run a simple program with a start block, and an end block which changes the background</p> <p>Adapt a given design to create a program with multiple sprites and backgrounds which uses the blocks given in the example</p> <p>Create and program a quiz with at least two backgrounds which switch based on an action</p> <p>Identify errors in their program, and debug them</p>
<b>Data Handling - Collecting, Analysing, Evaluating and Presenting Data (Information Technology)</b>	<p>Explain how objects have been grouped</p> <p>Know that labels are used to identify a group with similar characteristics</p> <p>Group the same objects in more than one way</p> <p>Count how many objects are in group and identify which has more</p> <p>Record how many objects are in a group</p> <p>Group objects to answer a question</p> <p>Compare objects to group them explaining what has been found</p>	<p>To recognise that we can count and compare objects using tally charts</p> <p>To recognise that objects can be represented as pictures</p> <p>To create a pictogram</p> <p>To select objects by attribute and make comparisons</p> <p>To recognise that people can be described by attributes</p> <p>To use a computer program to present information in different ways</p> <p>To share what I have found out using a computer</p> <p>I can organise data in a tally chart</p> <p>I can use a tally chart to create a pictogram</p>
<b>Online Safety</b>  <b>(This is integral to all lessons and thread through all subjects and is daily and co-incident.)</b>	<p>I know we can communicate in different ways</p> <p>I can show awareness that information online can be seen by others</p> <p>I know there are rules to keep them safe when accessing content online</p> <p>I know how to ask for help from a trusted adult.</p> <p><b>Know there are rules concerning staying safe online.</b></p> <p><b>I understand I need to use a password to access different things on the computer, tablet or online</b></p>	<p>I know the school online safety rules and know how to respond to inappropriate content</p> <p>I can show an awareness that information including images online can be shared at home, school and worldwide</p> <p>I know private information should never be given out on the internet</p> <p>I know how to behave appropriately online.</p> <p>I know how to keep a healthy balance when using technology. <b>Know why there are online safety rules and that these apply to all connected devices.</b></p> <p><b>I can understand I might use different passwords to access different systems (school network, home computer, online resources) and they should keep them private.</b></p>

<b>Technical Skills/Digital Literacy</b>	<p>Know that a keyboard is used to enter text into a computer</p> <p>Know that the appearance of text can be changed</p> <p>Recognise some keys and use them to enter text on to a computer/device including some basic punctuation</p> <p>Add spaces between most words using a space bar</p> <p>Use the backspace key to delete text only as far as the section to be edited</p> <p>Use the toolbar to find and use the bold, italic, and underline tool</p>	<p>Explain some aspects of taking a good photograph</p> <p>Know that a photo can be portrait or landscape</p> <p>Take a photograph using a simple camera or device that has been set up in camera mode</p> <p>Identify some of the reasons why a photograph may be good or bad</p> <p>Experiment when taking photos with different light sources</p> <p>Identify a photo that has been enhanced using tools when asked questions</p> <p>use different tools to change how a photograph looks</p>
<b>Creating Media</b>	<p>I can explain what different freehand tools do</p> <p>Recognise that computers can be used to create a range of art</p> <p>Recognise a tool can be adjusted</p> <p>Choose appropriate paint tools to recreate a picture</p> <p>Use freehand tools, changing the colour and brush size</p> <p>Use shape and line tools for precision, changing the size, shape and colour</p> <p>Use the undo button to correct mistakes</p> <p>Use the fill tool to colour an enclosed area</p> <p>Consider the impact of choices made</p> <p>Evaluate how successful they were in meeting the task requirements</p> <p>Identify the differences between painting on a computer and on paper, and explain their own preference</p>	<p>Reflect on a piece of music</p> <p>Follow a rhythm pattern</p> <p>Understand that a computer can generate different sounds</p> <p>Understand that a computer can be used to make a sequence of notes</p> <p>Understand how pattern and rhythm can be used to depict an animal</p> <p>Create and follow a rhythm pattern using two different instruments</p> <p>Use the computer to generate different sounds represented by images</p> <p>Create a sequence of notes on the computer and start to refine them</p> <p>Create a sequence of notes that use rhythm and tempo to link with a chosen animal, refining their work</p>