



St William of York Catholic Primary School

Progress in Skills and Knowledge:



In the **EYFS**, computing is not explicitly taught through a Scheme of Work, but is embedded in the curriculum in all terms

Digital Literacy

The children in our Early Years provision will be exploring internet safety, personal information and technology in the real world. Our teaching supports the key aims of the government's Internet Safety Strategy (Digital Literacy) of supporting children to stay safe and make a positive contribution online, as well as enabling teachers to develop effective strategies for understanding and handling online risks. The framework has been produced by the UK Council for Child Internet Safety (UKCCIS).

Computer Science

The children in our Early Years provision will be exploring basic computational thinking through film, music and dance.

They will learn about the sequencing of instructions and events, directional language and using programmable toys.

Information Technology

The children in our Early Years provision will be exploring how technology is an everyday part of their learning and world around them.

The children are taught to use devices, equipment, software/apps confidently and introduced to the reasons why technology is used. They will learn about handling information, problem solving, taking photographs, video recording and expressive skills.

	Autumn (Digital Literacy)	Spring (Computer Science)	Summer (Information Technology)
Year 1	<p>Modern Tales/ My Online Life</p> <p>I can do the basics with technology.</p> <p>I can take a good-quality photograph and video on an iPad/digital camera.</p> <p>I can use technology to create and present my ideas.</p> <p>I can organise and store my digital work.</p> <p>I can collect and sort data.</p> <p>I can recognise the ways we use technology in our classroom, my home and community.</p> <p>I can use a search engine.</p> <p>I understand something online may upset me and know where to find help if anything does.</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I know the rules of using technology at home or in school.</p> <p>I can explain what personal information is and give examples of it.</p> <p>I can communicate politely via the internet. I understand that once something is posted you lose control of it.</p>	<p>What is a computer?</p> <p>I can take a good quality photograph and video on an iPad/digital camera.</p> <p>I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</p> <p>I can create algorithms that can be turned into a program using a robot or digital device.</p> <p>I can independently debug simple sequence errors in a program.</p> <p>I can use logical reasoning to predict the outcome of simple programs.</p> <p>I can use technology to create and present my ideas.</p> <p>I can organise and store my digital work.</p> <p>I can collect and sort data.</p> <p>I can recognise the ways we use technology in our classroom, my home and community.</p> <p>I can communicate politely via the internet.</p>	<p>News Presenter</p> <p>I can do the basics with technology.</p> <p>I can take a good quality photograph and video on an iPad/digital camera.</p> <p>I can use technology to create and present my ideas.</p> <p>I can organise and store my digital work. I can collect and sort data.</p> <p>I can use a search engine.</p> <p>I can communicate politely via the internet.</p> <p>I am aware that content online is owned by the person that created it.</p>

<p style="text-align: center;">Year 2</p>	<p style="text-align: center;">Online Buddies/My Online Life</p> <p>I can save, share and retrieve my digital work.</p> <p>I can use technology to organise and present my ideas.</p> <p>I can use design and formatting to enhance my digital work.</p> <p>I can create with technology. E.g. Video, animation, 3D</p> <p>I can give examples of how technology is used to communicate beyond school.</p> <p>I understand that some things online may upset me and that I cannot trust everyone online.</p> <p>I can use online services to communicate safely.</p> <p>I understand that once something is posted you lose control of it</p> <p>I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support.</p> <p>I can use a search engine and I am aware that not everything I read online is true.</p> <p>I know the rules of using technology at home or in school.</p> <p>I can explain what personal information is and understand the need for passwords to protect it.</p> <p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help me.</p> <p>I can use keywords in search engines.</p>	<p style="text-align: center;">Code a Story</p> <p>I can save, share and retrieve my digital work.</p> <p>I can use technology to organise and present my ideas.</p> <p>I can plan out an algorithm with a sequence of commands to carry out specific tasks.</p> <p>I can identify 'bugs' in computer programs and use the term debug in context.</p> <p>I can create a simple repeat loop.</p> <p>I can create a simple game program.</p> <p>I can predict the outcome of a sequence of blocks in Scratch.</p> <p>I can use design and formatting to enhance my digital work.</p> <p>I can create with technology. E.g. Video, animation, 3D</p> <p>I know the rules of using technology at home or in school</p> <p>I can explain what personal information is and understand the need for passwords to protect it</p>	<p style="text-align: center;">Presentations and Typing</p> <p>I can use design and formatting to enhance my digital work.</p> <p>I can save, share and retrieve my digital work.</p> <p>I can give examples of how technology is used to communicate beyond school.</p> <p>I am aware that content online is owned by the person that created it. (Copyright)</p> <p>I can use design and formatting to enhance my digital work.</p> <p>I can create with technology. E.g. Video, animation, 3D.</p> <p>I can collect and record data purposefully.</p> <p>I can use technology to organise and present my ideas.</p>
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	<p>I can demonstrate how to navigate a simple webpage to get to information I need</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p> <p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p> <p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online.</p> <p>I can use the internet to communicate with people I don't know well</p> <p>I can give examples of how I might use technology to communicate with others I don't know well.</p> <p>I can describe ways in which people might make themselves look different.</p>		
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	<p>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.</p>		
<p>Year 3</p>	<p>Online Detectives/My Online Life</p> <p>I can make judgements about the usefulness of information.</p> <p>I can search for and use information from a range of sources.</p> <p>I can use search tools to find and use an appropriate website.</p> <p>I can make exact searches on the world wide web.</p> <p>I can analyse information and make accurate searches.</p> <p>I can evaluate my work and improve its effectiveness.</p> <p>I can explain what is meant by the term identity.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which I might change my identity depending on what I am doing online</p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can give examples of technology specific forms of communications</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain why I should be careful who I trust online and what information I can trust them with.</p>	<p>Dancing Robot</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can identify bugs in code and predict outcomes.</p> <p>I can create a simple flow diagram.</p> <p>I understand that I must keep testing my program and I can recognise when I need to debug it.</p> <p>I can create my own sprite in Scratch.</p> <p>I can use repeat commands to improve my programs.</p> <p>I can evaluate my work and improve its effectiveness.</p> <p>I can create a basic game using Scratch Jr/Scratch.</p> <p>I can create an eBook to retell a story. E.g. I can combine a mixture of text, graphics and sound to share my ideas and learning.</p>	<p>Being Digitally Awesome</p> <p>I can troubleshoot when something doesn't appear to be working with my device.</p> <p>I can discuss different types of digital content and file types.</p> <p>I can explain how the internet works.</p> <p>I know how to use the internet. (Online Bullying)</p> <p>I can use advanced search tools.</p> <p>I understand the need for copyright and the consequences of ignoring it.</p> <p>I can analyse information and make accurate searches.</p> <p>I can collect, analyse, evaluate and present data and information.</p> <p>I can create with technology. E.g. Video, animation, 3D</p> <p>I can improve the quality and presentation of my work using</p>

	<p>I can explain how my and other people’s feelings can be hurt by what is said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to know someone; online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by ‘trusting someone online’. I can explain why this is different from ‘like someone online’</p> <p>I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p> <p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p>		<p>editing and formatting techniques.</p> <p>I can create with technology. E.g. Video, animation, 3D</p> <p>I can collect, analyse, evaluate and present data and information.</p> <p>I can create with technology.</p>
<p>Year 4</p>	<p>Fake or Real?/My Online Life I can explain what Fake News is.</p> <p>I can explain how social media is used to help Fake News Spread.</p> <p>I can analyse data and make informed judgements about the validity of that data.</p>	<p>Hour of Code I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can use conditional statements such as “If”, “Then” & “When” to control devices / achieve specific outcomes.</p>	<p>Dinosaurs I can use various video techniques to create a film.</p> <p>I can create a short film by using a green screen.</p>

	<p>I can use a search engine and I am aware that not everything I read online is correct.</p> <p>I can identify Fake News Stories</p> <p>I can evaluate information presented to me to make informed choices about what is Fake News.</p>	<p>I can use conditional statements such as “If”, “Then” & “When” to control devices / achieve specific outcomes</p>	<p>I can plan my film using a storyboard</p>
<p>Year 5</p>	<p>Youtuber/My Online Life</p> <p>I can explain what is meant by the term vlogger.</p> <p>I can explain what online bullying is and discuss empathy and effects.</p> <p>I can critically analyse the positives and negatives of being a vlogger.</p> <p>I can identify the potential risks when putting content online.</p> <p>I can create a subject specific vlog.</p> <p>I can edit my vlog.</p> <p>I can construct a persuasive argument for or against becoming a Vlogger</p> <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p> <p>I can explain that there are some people I communicate with</p>	<p>Web Designer</p> <p>I can improve the quality and presentation of my work</p> <p>I can explore networks and internet traffic.</p> <p>I understand the need for copyright and the consequences of ignoring it.</p> <p>I can create a very basic web page using HTML.</p> <p>I can collaborate with others to develop and improve work.</p> <p>I can use a search engine and I am aware that not everything I read online is correct.</p> <p>I can create a subject specific vlog and understand the potential risks of sharing content online.</p> <p>I can film and produce a short video</p> <p>I can make a QR code that links to a piece of my own work.</p>	<p>Making AR Games</p> <p>I can improve the quality and presentation of my work.</p> <p>I can collaborate with others to develop and improve work.</p> <p>I can create a subject specific vlog and understand the potential risks of sharing content online.</p> <p>I can make a QR code that links to my own work.</p> <p>I can record and produce a podcast / audio clips.</p> <p>I can use unfamiliar technology to create content.</p> <p>I can use unfamiliar technology to create content and share my ideas</p>

	<p>online who may want me to do me or my friends harm, I can recognise this is not my fault.</p> <p>I can make positive contributions and be part of online communities.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p>I can search for information about an individual online a create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgements about an individual.</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>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.</p> <p>I can explain how to block abusive users.</p> <p>I can explain how I would report online bullying on the apps and platforms that I use.</p> <p>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)</p>	<p>I can use unfamiliar technology to create content and share my ideas.</p>	<p>I can improve the quality and presentation of my work using editing and formatting techniques.</p>
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Year 6	<p>Online Safety Dilemmas/My Online Life</p> <p>I can confidently identify the potential of unfamiliar technology to increase my creativity.</p> <p>I can talk about audience, atmosphere and structure when planning a particular outcome.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p> <p>I can explain the importance of communicating kindly and respectfully..</p> <p>I can film and produce a short video without any instruction.</p> <p>I can describe ways in which media can shape ideas about gender.</p> <p>I can identify messages about gender roles and make judgements based on them.</p> <p>I can challenge and explain why it is important to reject inappropriate messages about gender online.</p>	<p>Crossy Roads (Chicken Run)</p> <p>I can recognise when I need to use a variable to achieve a required output.</p> <p>I can create a complex game and go beyond tutorials.</p>	<p>Money</p> <p>I can create a consistent design for my presentation, and present to others.</p> <p>I can create and combine a range of media in order to produce digital content.</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can create a consistent design for my presentation, and present to others.</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can collaborate online to create digital content.</p>

	<p>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.</p> <p>I can explain why I should keep asking until I get the help I need.</p> <p>I can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate how I would support others (including those who are having difficulties) online.</p> <p>I can demonstrate ways of reporting problems online for both myself and my friends.</p> <p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p> <p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p> <p>I can use search technologies effectively.</p> <p>I can explain how search engines work and how results are selected and ranked.</p>		<p>I can create and combine a range of media in order to produce digital content.</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can create and combine a range of media in order to produce digital content.</p> <p>I can create a consistent design for my presentation, and present to others.</p> <p>I can improve the quality and presentation of my work using editing and formatting techniques.</p> <p>I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. (Online Bullying)</p> <p>I can create a digital storyboard to plan a project or investigation.</p>
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	<p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> <p>I can demonstrate how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and ad targeting).</p> <p>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why these strategies are important.</p> <p>I can identify, flag and report inappropriate content.</p>		<p>I can explain how to protect my computer or device from harm on the Internet.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p>
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