

The four progress objectives are:

1. *Generating Ideas: The skills of developing ideas*
2. *Practical: The skills of practical*
3. *Evaluating: The skills of judgement and evaluation*
4. *Knowledge & Understanding: Acquiring and applying knowledge to inform progress*

EYFS	Knowledge	Skills - Ideas	Vocabulary	E- safety	Skills -	Skills - Evaluation
	<p>Children understand not to talk to strangers online.</p> <p>Children are aware that they can use the internet to play and learn with adults permission.</p>	<p>Specific teaching sequence for science using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill 	<p><i>Stranger, internet, permission, safe</i></p>		<ul style="list-style-type: none"> • Understands not to talk to strangers online. • Children are aware of how to keep safe and what to do if they do not feel safe. • Children are aware that they can use the internet to play and learn with an adult's permission. 	<p>Children are aware and know not to talk to strangers online. They know what to do if they feel unsafe and who to tell for help and support.</p> <p>Children are aware that they can use the internet to play and learn. They know to gain an adults permission before they go online and know how to keep safe when playing and learning.</p>
	<p>Children seek to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Children operate mechanical toys,</p> <p>Children know how to operate simple equipment.</p> <p>Children show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<ul style="list-style-type: none"> - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill - Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary 	<p><i>Camera, image, trackpad, sound, movement, programme, power,</i></p>	<p>Understanding of the World: Technology.</p>	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>Children know and can demonstrate some basic skills of operating some ICT equipment. They know where the power button is when turning on a computer or an iPad. They know that using a trackpad or a mouse can help operate the equipment.</p> <p>Children show skill and control of mechanical toys. For example, they know that pulling back on a friction car makes the car move, pressing the forward button on Beebots makes him move forward or pressing keys on a keyboard produces sound.</p>

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	<p>Children show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Children know that information can be retrieved from computers.</p> <p>Children can complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>					<p>Children can operate simple equipment. They use both their school and local environment to explore various equipment such as pressing a button for a road crossing or pressing the play button on a CD player.</p> <p>Children develop skills, as they become more familiar with simple equipment. They understand that twisting or turning a knob or pulley produces a movement or reaction.</p> <p>Children show an interest in operating and working real life objects such as cameras or mobile phones.</p> <p>Children develop and show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. For example, they know that pressing certain buttons on Beebots produces various sounds and movement.</p> <p>Children have a basic understanding of the internet and know that</p>
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						<p>certain information can be researched or retrieved from computers.</p> <p>Children can complete a simple programme on a computer. They know that clicking on different icons causes different things to happen during the computer programme.</p> <p>Children use ICT hardware such as computers and iPads to interact with age appropriate software. They are able to interact with and control apps such as Snake, Beebots and Purple Mash.</p>
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Year 1	Knowledge	Skills - Ideas	Vocabulary	Word Processing Skills.	Skills - Practical	Skills - Evaluation
	<p>Use technology purposefully to create digital content in the context of creating a sentence or line of text using a word processing application and computer or iPad keyboard.</p> <p>Use technology purposefully to create digital content in the context of using a word processing application to type different symbols using the shift key if necessary.</p> <p>Use technology purposefully to create, organise, and store digital content and work successfully in a file.</p> <p>Use technology purposefully to create and manipulate digital content when using a word processing</p>	<p>Specific teaching sequence for science using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill - Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary 	<p><i>Text, symbol, save, folder. font, edit, format</i></p>	<p>Word Processing Skills.</p>	<p>KS1 Computing National Curriculum links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Children can:</p> <ul style="list-style-type: none"> • Use a computer or iPad keyboard to input text. • Type symbols using the shift key, if necessary. • Successfully, save work in a folder. • Edit text. • Select and format text (bold, italics and underline) • Format the font (colour and size of font). 	<p>Children can use technology purposefully to create digital content by using a word processing application and computer or iPad keyboard go input text. They are able to type with 2 hands and can demonstrate using the spacebar key when writing more than one word. They know to continue to the end of a line and can use caps lock when entering capital letters.</p> <p>Children use technology purposefully to create digital content in the context of using a word processing application to select and type a range of different symbols. Children know that they can use the shift key if necessary to input the correct symbol.</p> <p>Children use technology purposefully to create, organise, store digital content and work successfully in a file. They are able to name the file appropriately.</p> <p>Children use technology purposefully to create, and</p>

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	<p>application to edit text.</p> <p>Use technology purposefully to create and manipulate digital content by using a word processing application to highlight appropriate words or sections of type using bold, italics and underline.</p> <p>Use technology purposefully to create and manipulate digital content in the context of using a word processing application to change the size, font and colour of the font.</p>					<p>manipulate digital content when using a word processing application. They demonstrate skills and the ability to edit text and correct mistakes in their typing using the backspace or delete cursor.</p> <p>Children can use technology purposefully to create and manipulate digital content by using a word processing application to highlight appropriate words or sections of words using a keyboard, mouse or trackpad and change these words to bold, italics or underline.</p> <p>Children use technology purposefully to create and manipulate digital content in the context of using a word processing application to change the size, font and colour of the text.</p>
	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>		<p>Launch, application. Minimise, retrieve, drag, manipulate.</p>	<p>Computer Skills.</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. • Use technology safely and respectfully. 	<p>Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. The children know how to</p>

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<p>content in the context of moving the mouse or cursor or by clicking and dragging a trackpad.</p> <p>Use technology safely and respectfully when turning on and shutting computing equipment safely</p> <p>Use technology purposefully to manipulate and retrieve digital content through launching applications and manipulating windows</p> <p>Use technology purposefully to create, organise, store and retrieve digital content through saving work successfully in a file and then retrieving the saved file.</p> <p>Use technology purposefully to organise, store, manipulate, and retrieve digital</p>				<p>Children can:</p> <ul style="list-style-type: none"> • Use a mouse, cursor or trackpad. • Switch on and shutdown a computer or iPad. • Launch an application • Manipulate windows by moving or minimising. • Save, find and retrieve a file. • Drag an object into place. • Identify and practice my skills. 	<p>successfully and comfortably hold, operate, and move a mouse, cursor and trackpad by applying the correct pressure to each device. They know that In order to get a result they should double click the mouse or trackpad.</p> <p>Children can use technology safely and respectfully. They are aware of the computer and iPad components needed to enable safe turning on and switching off such as the power button or the unit and can name these when asked. They can define the difference between switch on and shutdown and know how to do this safely and respectfully.</p> <p>Use technology purposefully to organise, manipulate and retrieve digital content through launching applications and manipulating windows. When doing this, children are aware of and can share more than one way of safely launching an application. They are able to manipulate the shape, size and position of a window.</p>
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	<p>content through of dragging files from one area to another.</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content to practice and apply learnt skills.</p>					<p>Children can use technology purposefully to create, organise, store and retrieve digital content. They are able to save their work successfully in a file then find and retrieve this file upon request.</p> <p>Children use technology purposefully to organise, store and retrieve digital content in the context of dragging files from one place to another. Children can select and retrieve a file that they want to move and then show control in moving it with the mouse or trackpad to store elsewhere and organise their file.</p> <p>Children can use technology purposefully to create, organise, store, manipulate, and retrieve digital content to practice and apply taught skills.</p>
	<p>Use technology purposefully to create and enhance computer art using different colours.</p>		<p><i>paint, brush, colour, tools, shape, fill, text, undo, redo, delete, save.</i></p>	<p>Computer Art: Painting.</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Children can:</p> <ul style="list-style-type: none"> • Paint with a range of different colours. 	<p>Children can use technology purposefully to create and enhance their computer art on a painting programme. They are able to select and paint with a selected colour</p>

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<p>Use technology purposefully to create and enhance computer art using different brushes.</p> <p>Use technology purposefully to create and manipulate computer art by creating shapes and filling these with colour.</p> <p>Use technology purposefully to create and manipulate computer art by editing, altering and improving their work.</p> <p>Use technology purposefully to create and manipulate computer art by adding text.</p> <p>Use technology purposefully to create, organise and manipulate computer art to successfully make a poster on a painting application.</p>				<ul style="list-style-type: none">• Paint with different brushes.• Create shapes and fill areas.• Make changes to improve my work.• Add text to painting.• Use a computer programme to make a poster or a piece of art work.	<p>and then change to another colour when required.</p> <p>Children can use technology purposefully to create and enhance computer art on a painting programme. They are able to select the brush that they want/ need to paint and can change to a different brush when required.</p> <p>Children can use technology purposefully to create shapes on a painting programme. They are able to manipulate the shape, size of the shape and fill the shape with a desired colour.</p> <p>Children can use technology purposefully to create and manipulate their computer art on a computer programme. They do this by altering their work through the undo button, undoing several actions at once and redoing an action that has been undone.</p> <p>Children can use technology purposefully to create and manipulate their computer art by adding text on a painting programme. To do this, they can select the text tool,</p>
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						<p>write a word or sentence and manipulate the format and colour of their text.</p> <p>Children can use technology purposefully to create, organise and manipulate computer art to create a poster. Children are able to select and use different brushes, colours and shapes. They can undo and redo mistakes, add, format and manipulate text.</p>
	<p>Use technology purposefully to retrieve, store and organise digital content by saving a file with a name and date.</p> <p>Use technology safely and respectfully to search for images online.</p> <p>Use technology safely and respectfully; identify where to go for help and support about content or contact when communicating safely online.</p>		<p><i>Online, communicate, email, personal information, search engine, email address,</i></p>	<p>E-safety.</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safety and respectfully, keeping personal information private: Identify where to go to for help and support about content or contact on the internet or other online technologies. • Recognises common uses of technology beyond school. <p>Children can:</p> <ul style="list-style-type: none"> • Safely search for images online. • Create, name and save digital files. • Understand how to communicate safely online. • Understand what personal information is. • Understand how to keep personal information safe. • Know to talk to a trusted adult if something upsets them online. • Identify what an email is. • Explain how to use email safely to communicate. • Apply knowledge of online safety to help others make good choices online. 	<p>Children can use technology purposefully to retrieve, store and organise their digital content. They are able to identify how to save, type the name and the date and they can say why it is important to save a file with this information.</p> <p>Children can use technology safely and respectfully to search for images online. They know how to open the web browser and can apply a safe search filter to their search. Children are then able to store their digital content appropriately.</p> <p>Children can use technology safely and respectfully when</p>

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	<p>Use technology safely and respectfully by identifying what personal information is and knowing where to go for help and support about content and contacts.</p> <p>Recognise the common uses of technology beyond school by recognising that they can use an email to communicate safely.</p> <p>Use technology safely and respectfully when applying their knowledge of online safety.</p>					<p>communicating safely online. They are able to identify what SMART means and explain what to do if something appears unsafe or upsets them online. They are able to communicate the difference between the online and offline world.</p> <p>Children can use technology safely and respectfully; keeping personal information private. They can identify what their personal information is, how it might affect their safety if it is shared and know who to tell if someone asks them for their personal information whilst online.</p> <p>Children can recognise that they can use technology beyond school and recognise that they can send an email to communicate. They explain why they think an email is a good way to communicate. They identify how fast an email can send and they begin to form their own email independently. They know who to go to and what to do if they receive an email from someone they do not know.</p>
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						<p>Children can use technology safely and respectfully when applying their knowledge of working online safely. They are able to tell adults some of the online safety advice they have learnt; they can recognise potential online dangers and they guide others to act safely online.</p> <p>Children understand what an algorithm is and use their knowledge to create step-by-step instructions using pictures.</p> <p>Children understand what an algorithm is and can say why it is important to write precise and unambiguous instructions. They know that changing a certain instruction changes how a product moves.</p> <p>Children create their own precise and unambiguous step-by-step instructions to enable a person to move like a computer programme. They are able to check their work for mistakes and debug (change) accordingly.</p> <p>Children can create a simple programme on Bee-bot, which</p>
	<p>Understand what algorithms are and create their own instructions using pictures.</p> <p>Understand what algorithms and understand why it is important of write precise and unambiguous algorithms.</p> <p>Create precise and unambiguous instructions to enable a person to move like a computer.</p> <p>Create a simple program to enable beebot to move.</p>		<p>Algorithm, code, programme, product, sequence, debug.</p>	<p>Programming - Toys (Beebots)</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. <p>Children can:</p> <ul style="list-style-type: none"> • Create instructions using pictures and sequencing. • Say why it is important to be precise when writing an algorithm. • Write instructions to programme a person like a computer. • Programme a bee-bot to move. • Debug a bee-bot. • Programme a sequence to make bee- bot move. 	

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	<p>Debug a simple programme enabling incorrect bee-bot instructions to be fixed.</p> <p>Create and debug beebot to complete a simple algorithm</p>					<p>enables it to move. They know to use the different arrow keys and can direct it towards an object.</p> <p>Children can check their work for mistakes, debug bee-bot and they know to start their sequencing again if needs be.</p> <p>Children can create and debug beebot to complete a simple algorithm. Afterwards, they are able to evaluate their work and improve their sequence (if required).</p>
	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and describe and use programs that execute by following precise and unambiguous instructions.</p> <p>Create and debug a simple program to create a character that can grow and shrink.</p>		<p><i>predict, sequence, pattern, character, direction. Sprite.</i></p>	<p>Programming - ScratchJR</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. <p>Children can:</p> <ul style="list-style-type: none"> • Describe what an instruction or algorithm is and how it is used. • Use precise and unambiguous instructions to programme a character. • Programme a character to grow and shrink. • Use instructions to make a character move at different speeds and in different directions. • Repeat instructions to make a sequence of instructions move more than once and predict the behaviour. 	<p>Children can understand what algorithms are, how they are implemented as programs on digital devices, and describe and use programs that execute by following precise and unambiguous instructions. They are able to open the ScratchJR app, add and remove character, background and affects and they can describe the effect of at least 3 instruction blocks on a character.</p> <p>Children can create and debug a simple programme to create a character that can grow and shrink. They are</p>

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	<p>Understand that programs execute by following precise instructions. Use these instructions to create and debug a character so that it moves at different speeds and in different directions.</p> <p>Repeat instructions to make a sequence repeat itself and use logical reasoning to predict the behaviour of simple programs.</p> <p>Create a simple program that plays and records sounds.</p> <p>Create and debug a simple program with a series of precise and unambiguous instructions.</p>				<ul style="list-style-type: none">• Create programmes that play and record a sound.• Create programmes with a sequence of linked instructions.	<p>able to position a sprite on a background, select and drag blocks to grow and shrink and they can use start block to execute.</p> <p>Children can understand that programs execute by following precise instructions. They use these instructions to create and debug a character so that it moves at different speeds and in different directions, They are able to add a car into ScratchJR, edit the value to make the car travel further change the speed of the car and repeat the moving instructions.</p> <p>Children can repeat instructions to make a sequence repeat itself and use logical reasoning to predict the behaviour of simple programs. They are able to use blocks for movement in different directions, use the REPEAT FOREVER block to make a continuous loop, use REPEAT for a small section of instructions and they can predict the behaviour of a</p>
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						<p>character based on the precise instructions.</p> <p>Children can create a simple program that plays and records sounds. They are able to record their own sounds, edit and use speech bubbles in the instruction and can create their own simple program with sounds.</p> <p>Children can create and debug a simple program with a series of precise and unambiguous instructions. They are able to create a short set of instructions for a sequence of movements; create longer sequences of more complex instructions; can use the WAIT block and can program 2 or more characters with instructions at the same time.</p>
	<p>Use technology purposefully to demonstrate basic computer skills such as manipulating windows, retrieving files and opening applications in different ways.</p>		<p><i>software, format, save, document, text, shape, edit, image, brush, tools, picture</i></p>	<p>Using and Applying.</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Children can:</p> <ul style="list-style-type: none"> • Demonstrate a range of basic skills when using computers, iPads and software. • Type and format text. • Save work in a suitable file. • Open a document and then edit text. 	<p>Children can use technology purposefully to demonstrate basic computer skills. Children are able to manipulate windows by moving and resizing. They can click, drag and move an object to organise it. They are able to retrieve digital content and</p>

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<p>Use technology purposefully to create, store and manipulate digital content by typing and formatting text and then save work in an appropriate folder.</p> <p>Use technology purposefully to create, manipulate and retrieve digital content and then edit text.</p> <p>Use technology purposefully to create, and manipulate digital content by using shapes to create a particular image.</p> <p>Use technology purposefully to create and manipulate digital content in the context of using different brush tools with paint software.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>				<ul style="list-style-type: none">• Use shapes to create a particular image.• Use different brush tools to create a particular image.• Create text and pictures about a shared theme.	<p>save it appropriately in folders.</p> <p>Children can use technology purposefully to create, store and manipulate digital content by typing and formatting text and then saving their work in an appropriate folder. They are able to type letters, number and symbols using the shift key, change the size, font and colour of text, format text in different ways (bold, italic and underlines) and they can save their work in an appropriate place.</p> <p>Children can use technology purposefully to create, manipulate and retrieve digital content and then edit text. They are able to locate and open a saved file, select text in different ways, use the undo and redo buttons and they are able to edit using the backspace or delete button.</p> <p>Children can use technology purposefully to create, and manipulate digital content by using shapes to create a particular image. They are able to insert different</p>
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	<p>content in the context of combining text and pictures about a shared theme.</p>					<p>shapes by using a painting app, they can manipulate the size of the shape, position the shapes correctly and they are able to change the colour of the shape.</p> <p>Children can use technology purposefully to create and manipulate digital content in the context of using different brush tools with paint software. The children are able to change the size of the brush, change the colour of the brush, select and compare different brush heads and they can choose the best brush style for a purpose.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of combining text and pictures about a shared theme. Children are able to use all of their computer skills to create a picture, they can draw a picture and add text and link the writing to the drawing.</p>
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Year 2	Knowledge	Skills - Ideas	Vocabulary	Presentation Skills	Skills - Practical	Skills - Evaluation
	<p>Use technology safely and respectfully to demonstrate basic computer skills such as turning on, logging on and shutting down.</p> <p>Use technology purposefully to create, organise and store their work in a named folder.</p> <p>Use technology purposefully to create and organise their own ideas for a presentation.</p> <p>Use technology purposefully to create and manipulate digital content by adding text to their presentation.</p> <p>Use technology safely and respectfully to search for an image. They retrieve and manipulate digital content and place in a presentation.</p> <p>Use technology purposefully to create, organise and manipulate digital content by</p>	<p>Specific teaching sequence for science using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill - Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary 	<p><i>, image, format, slides, insert, presentation, search, file, folder, print, colour,</i></p>	<p>Presentation Skills</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology safely and respectfully. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Children can:</p> <ul style="list-style-type: none"> • Use basic computer skills such as turning on, logging on and shutting down. • Save work in a folder. • Organise ideas for a presentation. • Know how to create and add slides into a presentation. • Create a simple presentation with text. • Add and format an image. • Reorder slides • Present a presentation. • Search for an image. • Print an image. 	<p>Children can use technology safely and respectfully to demonstrate basic skills. They are able to switch the technology on, log on and off, manipulate windows and shut the technology down.</p> <p>Children use technology purposefully to create organise and save their digital work in a named folder.</p> <p>Children can use technology purposefully to create and organise their own ideas for a presentation. They are able to identify and name some of the popular applications on PowerPoint such as slide or background and they can organise their presentation into main ideas.</p> <p>Children can use technology purposefully to create and manipulate digital content by adding text to their presentation. They manipulate text by changing its colour, outlining it, by changing the font and the</p>

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	<p>reordering slides and presenting a presentation.</p> <p>Use technology safely and respectfully to search and print digital content.</p>					<p>background colour of the text box.</p> <p>Children use technology safely and respectfully to search for an image in a folder. They then retrieve and manipulate digital content by copying, pasting resizing and placing it in the presentation.</p> <p>Children use technology purposefully to create, organise and manipulate digital content by dragging slides to reorder and presenting the presentation using different options and animations.</p> <p>Children use technology safely and respectfully to search and print digital content.</p>
	<p>Use technology purposefully by using one word searches to retrieve digital content.</p> <p>Use technology safely and respectfully by using child friendly search engines.</p>		<p><i>internet, world wide web, search engine, search, result, browser, webpage, link, return,</i></p>	<p>Using the internet</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to retrieve digital content. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Children can:</p> <ul style="list-style-type: none"> • Search the internet using one word. • Use child friendly search engines. 	<p>Children can use technology purposefully by using one-word searches to return information and retrieve digital content.</p> <p>Children can use technology safely and respectfully by using child friendly search engines in which they avoid</p>

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	<p>Use technology safely and respectfully to retrieve digital content that is suitable for children.</p> <p>Use technology purposefully and safely to retrieve digital content by following links on a webpage.</p> <p>Use technology purposefully to create, organise, and store digital content when creating content for an online blog.</p> <p>Use technology purposefully, safely and respectfully when posting on an online blog.</p> <p>Identify where to go for help and support if there are concerns about content or contact on the internet blog.</p>				<ul style="list-style-type: none">• Know what content is appropriate for children.• Search the internet to find results suitable for children.• Follow links to another webpage.• Create content for an online blog.• Post positive comments and responses on a blog.	<p>using any personal information. They know who to go to if their search engine returns anything that they do not feel comfortable with.</p> <p>Children can use technology safely and respectfully to retrieve digital content that is suitable for children. They know to add the words 'for kids' into their search engine and they choose sensible words to search for. They know who to go to if their search engine returns anything that they do not feel comfortable with.</p> <p>Children can use technology purposefully and safely to retrieve digital content by following links on a webpage. They know to click once to follow a link, can identify where the link will take them before they click and they know how to return to a previous page by pressing the 'back' button.</p> <p>Children can use technology purposefully to create, organise, and store digital content when creating</p>
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						<p>content for an online blog. They can take interesting pictures using an iPad camera, they know not to take a picture of themselves and they know how to retrieve their photograph.</p> <p>Children can use technology purposefully, safely and respectfully when posting on an online blog. They know to post only their first name, know to post photos that are safe and they have permission for and they know to use their own words and photos.</p> <p>Children can identify where to go for help and support if there are concerns about content or contact on the internet blog. They know to only post positive comments on a blog.</p>
	<p>Use technology purposefully to create and manipulate computer art.</p> <p>Use technology purposefully to create and manipulate computer art using a range of tools that replicate a style of artwork.</p>		<p><i>Tools, duplicate programme, copy and paste, shade, tone, retrieve,</i></p>	<p>Computer Art.</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Children can:</p> <ul style="list-style-type: none"> • Create computer art. • Use a range of tools in a computer programme to create a style of art. • Make and edit shapes to create a piece of art. • Change the shade of a colour for effect. 	<p>Children can use technology purposefully to create computer art. They are able to use the computer programme successfully to create shapes, lines and dots and manipulate these by changing the colour and size.</p>

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Use technology purposefully to create and manipulate a piece of computer art that contains shapes.

Use technology purposefully manipulate computer art by changing the colour or shade of a shape for effect.

Use technology purposefully to retrieve a file and edit it on a computer art programme.

Use technology purposefully to create and manipulate a piece of computer art.

- Retrieve a file to edit in a computer programme.
- Use a range of skills to create art.

Children can use technology purposefully to create and manipulate computer art using a range of tools that replicate a style of artwork. Children can draw lines and fill spaces to recreate a style of artwork.

Children use technology purposefully to create and manipulate a piece of computer art that contains shapes. Children produce at least 3 different shapes and they rotate, resize and colour them appropriately.

Children can use technology purposefully to manipulate computer art by changing the colour or shade of a shape for effect. They can produce lighter and darker shades of colour and they can match colours to particular moods or emotions.

Children can use technology purposefully to retrieve a file and edit it on a computer art programme. They are able to duplicate the image and manipulate them by changing the colours to produce a piece of PopArt.

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						<p>Children can use technology purposefully to create and manipulate a piece of computer art. They are able to combine 2 styles of art work to create their own style, recall computer skills to produce their own art work and they are able to review their work and offer suggestions of improvement to others.</p>
	<p>Use technology safely and respectfully by keeping personal information private and recognising that information put online leaves a digital footprint.</p> <p>Use technology safely and respectfully by using keywords appropriately to retrieve digital content.</p> <p>Use technology safely and respectfully by recognising whether a website is appropriate for children and know where to go for help and support if a website is not appropriate.</p>		<p><i>Keyword search, digital footprint, appropriate/inappropriate content, cyberbullying, rat, review.</i></p>	<p>E-safety</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Children can:</p> <ul style="list-style-type: none"> • Understand that the information put online leaves a digital footprint. • Use keywords in an online search to find key information about a topic. • Recognise whether a website is appropriate for children. • Rate and review informative websites. • Identify kind and unkind behaviour online. • Apply knowledge of safe and sensible online activities to different situations. 	<p>Children can use technology safely and respectfully by keeping personal information private and recognising that information put online leaves a digital footprint. Children can explain what a digital footprint is and they can explain how other people may use the information I put online.</p> <p>Children can use technology safely and respectfully by using keywords appropriately to retrieve digital content. They are able to identify what words will obtain good search results.</p> <p>Children can use technology safely and respectfully by</p>

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	<p>Use technology respectfully when rating and reviewing informative websites.</p> <p>Use technology safely and respectfully to identify kind and unkind behavior online. They identify where to go for help and support when they have concerns about unkind behaviour online.</p> <p>Use technology safely and respectfully when applying knowledge of safe and sensible online activities.</p>					<p>recognising whether a website is appropriate for children and know where to go for help and support if a website is not appropriate. They can identify websites that are suitable for their age and they can identify possible dangers or things, which might make them, feel uncomfortable online.</p> <p>Children can use technology respectfully when rating and reviewing informative websites. They are able to communicate their likes and dislikes about a webpage and they can use clues to identify who it is aimed at.</p> <p>Children can use technology safely and respectfully to identify kind and unkind behavior online. They identify where to go for help and support when they have concerns about unkind behaviour online.</p> <p>Children can use technology safely and respectfully when applying knowledge of safe and sensible online activities. They know to choose a sensible course of action if</p>
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						<p>they feel uncomfortable online, they can explain how to safely search online and they are able to choose appropriate websites for their age.</p>
	<p>Understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give and follow an algorithm to turn left or right.</p> <p>Understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give and follow an algorithm to make half and quarter turns.</p> <p>Understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give and follow an algorithm using</p>		<p><i>Move, forward, backwards, quarter turn, half turn, command, turn, test,</i></p>	<p>Programming Skills - Preparing for Turtle Logo</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Use logical reasoning to predict the behaviour of simple programs • Create and debug simple programs. <p>Children can:</p> <ul style="list-style-type: none"> • Know what an algorithm is. • Give and follow an algorithm to turn left or right. • Give and follow an algorithm to make half and quarter turns. • Give and follow an algorithm using commands right 90 and left 90. • Give, follow and complete a simple algorithm. • Use recognised language in an algorithm. • Create, test and debug an algorithm. 	<p>Children can understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give and follow an algorithm to turn left or right. Children are able to give clear accurate instructions; give instructions in order; write and check instructions and can turn left and right.</p> <p>Children can understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give and follow an algorithm to make half and quarter turns. Children are able to give clear accurate instructions; give instructions in order; write and check instructions and can make half and quarter turns.</p>

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	<p>commands right 90 and left 90.</p> <p>Understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give, follow and complete a simple algorithm.</p> <p>Understand what algorithms are and use a recognised language when executing these.</p> <p>Create, test and debug an algorithm.</p>					<p>Children can understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give and follow an algorithm using commands right 90 and left 90. Children are able to give clear accurate instructions; give instructions in order; write and check instructions and can give commands of right 90 and left 90.</p> <p>Children can understand what algorithms are and understand that programs execute by following precise and unambiguous instructions. Use this information to give, follow and complete a simple algorithm. Children are able to give clear accurate instructions; give instructions in order; write and check instructions and can give commands forwards, left 90 and right 90.</p> <p>Children can understand what algorithms are and use a recognised language when executing these. Children are able to give clear and accurate instructions; give</p>
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						<p>instructions in order; write and check their algorithm and use command abbreviations such as fd, rt and lt from Turtle Logo.</p> <p>Children can create, test and debug an algorithm. Children are able to give clear and accurate instructions; give instructions in order; write and check their algorithm and use command abbreviations such as fd, rt and lt from Turtle Logo. They are able to move forward, left 90 and right 90.</p>
	<p>Understand what algorithms are and use this information to create an algorithm that moves or rotates and character.</p> <p>Understand what algorithms are and use this information to create an algorithm that uses a repeat command.</p> <p>Understand what algorithms are and use this information to create an algorithm that creates movement and sound.</p>		<p><i>Repeat, variable, , command, move. Predict, debug,</i></p>	<p>Programming Skills - Turtle Logo and Scratch</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. • Use logical reasoning to predict the behaviour of simple programs. • Create and debug simple programs. <p>Children can:</p> <ul style="list-style-type: none"> • Create an algorithm to move or rotate the character • Create an algorithm using a repeat command • Create an algorithm that creates movement and sound. • Complete an algorithm using the repeat and say command. • Create an algorithm and use the green flag to start. • Create an algorithm and use commands to add a backdrop and sprites. 	<p>Children can understand what algorithms are and use this information to create an algorithm that moves or rotates and character. They are able to write commands in the right order; correct and debug and mistakes; use the commands fd, lt and rt to turn or move the turtle and cs to clear the screen.</p> <p>Children can understand what algorithms are and use this information to create an algorithm that uses a repeat command. They are able to write commands in the right</p>

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	<p>Understand what algorithms are and use this information to create an algorithm that uses repeat and say command.</p> <p>Understand what algorithms are and use this information to create an algorithm that uses the green flag to start.</p> <p>Understand what algorithms are and use this information to create an algorithm that commands to add a backdrop and other sprites.</p>					<p>order; correct and debug and mistakes; use the commands fd, lt and rt to turn or move the turtle and they can use the repeat command.</p> <p>Children can understand what algorithms are and use this information to create an algorithm that creates movement and sound. They are able to write commands in the right order; correct and debug and mistakes; move a sprite and add sound.</p> <p>Children can understand what algorithms are and use this information to create an algorithm that uses repeat and say command. They are able to write commands in the right order; correct and debug and mistakes; use the repeat command and say block command.</p> <p>Children can understand what algorithms are and use this information to create an algorithm that uses the green flag to start. They are able to write commands in the right order; correct and debug and mistakes; start and algorithm with the green</p>
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						<p>flag or the key press and change the colour of the sprite.</p> <p>Understand what algorithms are and use this information to create an algorithm that commands to add a backdrop and other sprites. They are able to write commands in the right order; correct and debug and mistakes; change the backdrop and add sprites.</p>
	<p>Use technology purposefully to create, manipulate and retrieve digital content to create and reproduce piece of art using computer skills.</p> <p>Use technology purposefully to create, manipulate and retrieve digital content to create and compare different styles of art.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content, in the context of creating a presentation, including images and text.</p>		<p><i>Reproduce, , theme, code, character,</i></p>	<p>Using and applying</p>	<p>KS1 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. <p>Children can:</p> <ul style="list-style-type: none"> • Use specific computer skills to reproduce a style of art. • Compare skills needed to reproduce different styles of art. • Create a presentation, including text and images. • Retrieve, edit and organise a presentation. • Create precise instructions for a character on a particular theme. • Create code for a pair of characters, involving speech and movement. 	<p>Children can use technology purposefully to create, manipulate and retrieve digital content to create and reproduce piece of art using computer skills. They are able to find and open software for completing computer art, they can move the mouse to add lines and dots and they can reproduce an image using a particular artist style.</p> <p>Children can use technology purposefully to create, manipulate and retrieve digital content to create and compare different styles of art. They are able to compare two different styles of art, can comment on how</p>

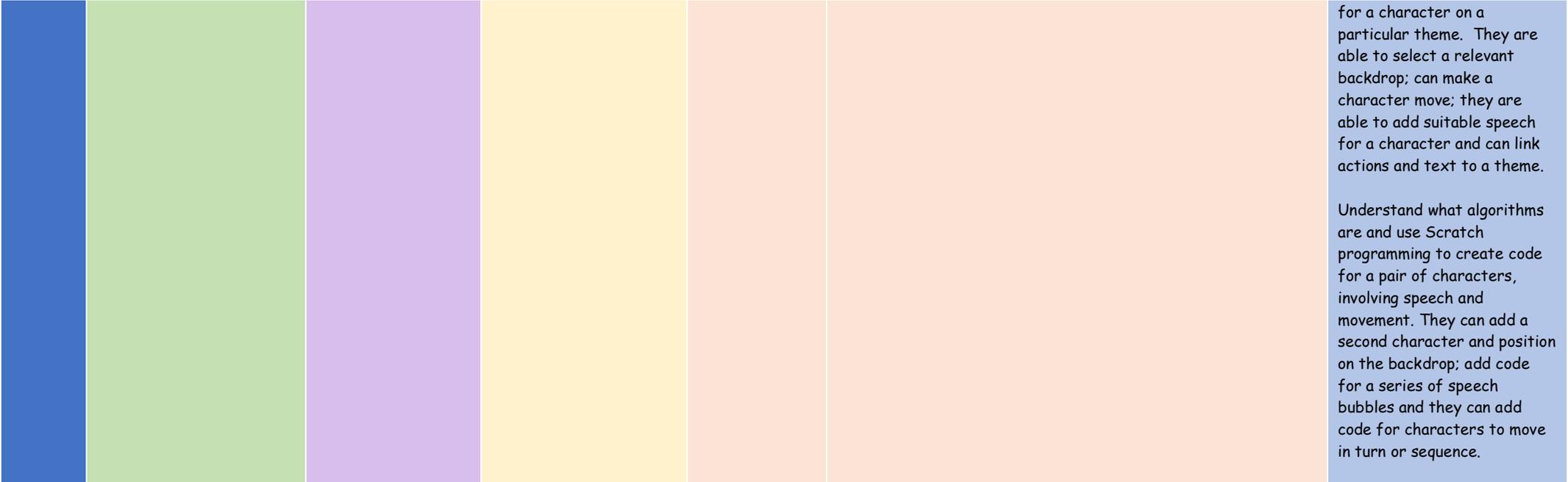
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	<p>Use technology purposefully to create, manipulate and retrieve digital content by retrieving, editing and organising a presentation.</p> <p>Understand what algorithms are and use Scratch programming to create precise instructions for a character on a particular theme.</p> <p>Understand what algorithms are and use Scratch programming to create code for a pair of characters, involving speech and movement.</p>					<p>effective ways of using computer art and they are able to use computer skills in new contexts.</p> <p>Children can use technology purposefully to create, organise, store, manipulate and retrieve digital content, in the context of creating a presentation that includes images and text. Children are able to add text and images to a presentation, they are able to include and title slide and they can add new slides with an idea for each.</p> <p>Children can use technology purposefully to create, manipulate and retrieve digital content by retrieving, editing and organising a presentation. They are able to retrieve/ open a file from a saved location; review and edit their presentation; insert and reorder slides and present their finished work to an audience.</p> <p>Children can understand what algorithms are and use Scratch programming to create precise instructions</p>
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Year 3	Knowledge	Skills - Ideas	Vocabulary	Word Processing Skills.	Skills - Practical	Skills - Evaluation
	<p>Use technology safely, respectfully and responsibly when demonstrating basic computer skills.</p> <p>Select, use and combine a variety of software (including Internet services) on a digital device to change the case of the text.</p> <p>Select, use and combine a variety of software (including Internet services) on a digital device to align the text on a document.</p> <p>Select, use and combine a variety of software (including Internet services) on a digital device when using bullets and numbering to present data and information.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design</p>	<p>Specific teaching sequence for science using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill - Weekly review: draw back upon this learning when exploring other skills and to revisit 	<p><i>window, minimise, password, screenshot, snipping tool, align, format.</i></p>	<p>Word Processing Skills.</p>	<p>KS2 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways • 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. <p>Children can:</p> <ul style="list-style-type: none"> • Use basic computer skills. • Change the case of the text. • Align text. • Use bullets and numbering • Use the control key. • Insert and format text boxes. 	<p>Children can use technology safely, respectfully and responsibly when demonstrating basic computer skills. They create, organise and store in files, print using specific options, create secure passwords and take screenshots.</p> <p>Children select, use and combine a variety of software (including Internet services) on a digital device to change the case of the text. They know to type with two hands, keep typing to the end of a line and save their work in a file. The children are able to use CapLK, shift and space bar correctly, can edit text using Backspace and Undo and can select and format text.</p>

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	<p>content by using the control key.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design content by inserting text and formatting text boxes.</p>	<p>subject specific vocabulary</p>				<p>Children can select, use and combine a variety of software (including Internet services) on a digital device to design content by aligning the text on a document. They are able to align text to the centre, left, right and justified.</p> <p>Children can select, use and combine a variety of software (including Internet services) on a digital device to design content by using bullets and numbering to present data and information. They are able to select the bullets or numbering from the menu and can format them by choice.</p> <p>Children can select, use and combine a variety of software (including internet services) on a range of digital devices to design content by using the control key.</p> <p>Children can select, use and combine a variety of software (including internet services) on a range of digital devices to design content by</p>
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	<p>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 in the context of planning a branching story.</p> <p>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 in the context of creating slide templates and organise slides with hyperlinks.</p> <p>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</p>		<p>Branching story, template, organise, hyperlink, audio, video, layout.</p>	<p>Presentation Skills.</p>	<p>KS2 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • 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. <p>Children can:</p> <ul style="list-style-type: none"> • Plan a branching story. • Create slide templates and organise slides with hyperlinks. • Add theme transitions and animation to a presentation. • Use hyperlinks. • Insert audio and video. • Evaluate slide layout and make improvements. 	<p>inserting text and formatting text boxes.</p> <p>Children can 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 in the context of planning a branching story. Children are able to create a story with a different outcome and organise the different outcomes into different branches.</p> <p>Children can 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 in the context of creating slide templates and organise slides with hyperlinks. Children can create slides templates to</p>
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<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information in the context of adding animations and transitions to slides.</p> <p>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 in the context of using hyperlinks.</p> <p>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 in the context of adding video and audio into the slides.</p>					<p>match the story, create the hyperlinks from slide to slide and they are able to copy the slide templates needed.</p> <p>Children can 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 in the context of adding animations and transitions to slides. Children are able to set a presentations theme, use slide transitions and use animations to introduce objects into a slide.</p> <p>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 in the context of using hyperlinks. Children are</p>
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Evaluate slide layout and suggest improvements.

able to create shapes and add a hyperlink to another slide.

Children can 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 in the context of adding video and audio into the slides. They are able to add audio and video files, record audio onto a slide, change the audio button and can set when the audio plays.

Children can evaluate slide layout and suggest improvements. They are able to complete slides ensuring that the layout is effective and the design is maintained; edit as required and evaluate how their work effectively meets the requirements.

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<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing with different shapes and lines.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing in which groups of objects are grouped, ungrouped and ordered.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing in which lines and shapes are manipulated.</p> <p>Use technology purposefully to create, organise, and manipulate a drawing to create an effective layout.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing that combines both images and text.</p>		<p>Order, group, manipulate, effective layout, combine</p>	<p>Computer Art: Drawing and Desktop Publishing.</p>	<p>KS2 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • 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. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Children can:</p> <ul style="list-style-type: none"> • Draw with different shapes and lines. • Order and group objects. • Manipulate shapes and lines. • Recognise an effective layout. • Combine text and images. • Lay out objects effectively. 	<p>Children can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing with different shapes and lines. They are able to choose appropriate shapes and lines and can draw the intended line/shape.</p> <p>Children can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing in which groups of objects are grouped, ungrouped and ordered.</p> <p>Children can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing in which lines and shapes are manipulated by changing the length, direction or size.</p> <p>Use technology purposefully to create, organise, and manipulate a drawing to create an effective layout. They are able to recognise how text is well used, explain</p>
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	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing that has objects laid out affectively.</p>					<p>how images are well used and they can describe the layout of the document.</p> <p>Children can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing that combines both images and text. The children are able to insert and edit a text box and they can insert and format images.</p> <p>Children can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a drawing that has objects laid out affectively. They are able to ensure that no unnecessary space is left in their picture and they use font, size and colour appropriately.</p>
	<p>Use search technologies effectively, appreciate how results are selected and ranked and identify how word order effects results.</p> <p>Use search technologies effectively, appreciate how</p>		<p>Word order, searches, results, webpage, investigate, communication, responsible</p>	<p>Internet Research and Communication.</p>	<p>KS2 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Children can use search technologies effectively, appreciate how results are selected and ranked and identify how word order effects results. They are able to use different word order when searching and can</p>

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results are selected and ranked, and be discerning in evaluating digital content by understanding how returned results are ordered.

Use technology safely, respectfully and responsibly when saving and sharing webpages.

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 by investigating ways of communicating with others online.

Use technology safely, respectfully and responsibly when communicating online by been aware of who will be able to read their communication.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns

- 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.

Children can:

- Identify how word order effects results.
- Explain how searches return results.
- Save webpages and share them safely.
- Identify the ways and investigate how, we communicate online.
- Explain who will be able to read their communication.
- Explain why they need to be responsible online.

decide which order provides the best results.

Children can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content by understanding how returned results are ordered. They can explain some reasons why particular results are returned and they can justify their answers with examples.

Children can use technology safely, respectfully and responsibly when saving and sharing webpages. They are able to bookmark or favourite a webpage and can then share it safely.

Children can 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 by investigating ways of communicating with others online. They can name some of the different ways of

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	<p>about content and contact by focusing on acceptable and unacceptable behaviour whilst communicating online.</p>					<p>communicating online and are able to research different types of communication used.</p> <p>Children can use technology safely, respectfully and responsibly when communicating online by been aware of who will be able to read their communication. They are also aware of what to do if communication online makes them feel uncomfortable.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact by focusing on acceptable and unacceptable behaviour whilst communicating online. Children recognise that anything they post online leaves a digital footprint.</p>
	<p>Use technology safely, respectfully and responsibly to recognise acceptable/unacceptable behaviour by knowing what</p>		<p><i>Cyber bullying, advertisements, promote, password, privacy settings,</i></p>	<p>E- safety</p>	<p>KS2 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Understand computer networks, including the internet; how they can provide multiple services, such as the 	<p>Children can use technology safely, respectfully and responsibly to recognise acceptable/unacceptable behaviour online. They know knowing what cyberbullying is,</p>

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	<p>cyberbullying is and how to address it.</p> <p>Understand how computer networks, including the internet use advertisements to promote products.</p> <p>Use technology safely, respectfully and responsibly by creating strong passwords and understanding privacy settings,</p> <p>Understand how computer networks, including the internet; can provide opportunities for communication through sending and receiving emails.</p> <p>Use technology safely, respectfully and responsibly when sending and receiving emails.</p> <p>Use technology safely, respectfully and responsibly to explore the different methods that children can use when communicating online.</p>				<p>World Wide Web, and the opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <p>Children can:</p> <ul style="list-style-type: none"> • Know what cyber bullying is and how to address it. • Understand how websites use advertisements to promote products. • Create strong passwords and understand privacy settings. • Safely send and receive emails. • Explore different ways children can communicate online. • Use knowledge about online safety to plan an online event. 	<p>can identify a safe person to tell if they think cyberbullying is occurring and they know that cyberbullying can happen through a range of devices.</p> <p>Children can understand how computer networks, including how the internet uses advertisements to promote products. They are able to identify adverts, targeted adverts and can explore how companies use websites to promote</p> <p>Children can use technology safely, respectfully and responsibly by creating strong passwords and understanding privacy settings, They can explain what a strong password is and are able to define what privacy settings are.</p> <p>Children can understand how computer networks, including the internet; can provide opportunities for communication through sending and receiving emails.</p>
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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 in the context of planning an online event.

Use technology safely, respectfully and responsibly when sending and receiving emails. They can identify an email that they should not open and know how to safely send and receive an email.

Children can use technology safely, respectfully and responsibly to explore the different methods that children can use when communicating online. They are able to send an email with an address and they know to include a subject.

Children use technology safely, respectfully and responsibly to explore the different methods that children can use when communicating online. They are able to explore different forms of communication, can discuss the positives and negative of online communication and can discuss the difference between communication online and in person.

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						<p>Children can 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 in the context of planning an online event. They know to use what they know about online safety to plan an online event.</p>
	<p>Design, write and debug programs by using sequencing, selection, and repetition in programs to move, rotate and repeat commands.</p> <p>Design, write and debug programs by using sequencing, selection, and repetition in programs Create and debug algorithms using pen up and pen down.</p> <p>Design, write and debug programs by using sequencing, selection, and repetition in programs by creating and debug algorithms to draw regular polygons.</p>		<p><i>Pen up, pen down, variable, algorithm, calculation, command, debug,</i></p>	<p>Programming - Turtle Logo and Scratch.</p>	<p>KS2 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p>Children can:</p> <ul style="list-style-type: none"> • Create and debug using the move, rotate and repeat commands. • Create and debug algorithms using pen up and pen down. • Create and debug algorithms to draw regular polygons. • Create and debug algorithms to draw shapes. • Create and debug algorithms to draw patterns. 	<p>Children can design, write and debug programs that accomplish a specific goal. They are able to use sequencing, selection, and repetition in programs to move, rotate and repeat commands.</p> <p>Children can design, write and debug programs by using sequencing, selection, and repetition in programs create and debug algorithms using pen up and pen down.</p> <p>Children can design, write and debug programs by using sequencing, selection, and repetition in programs by</p>

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	<p>Design, write and debug programs by creating and debugging algorithms to draw regular polygons through using repetition in programs.</p> <p>Design, write and debug programs by creating and debugging algorithms to draw shapes.</p> <p>Design, write and debug programs by using sequencing, selection, and repetition in programs to draw patterns.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>					<p>creating and debugging algorithms to draw regular polygons.</p> <p>Children can design, write and debug programs by creating and debugging algorithms to draw regular polygons</p> <p>Children can design, write and debug programs by using sequencing, selection, and repetition in programs to draw patterns through using repetition in programs.</p> <p>Children can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
	<p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information in the context of using and combining appropriate</p>		<p>Research, plan, design, layout, evaluate, import, software,</p>	<p>Using and Applying.</p>	<p>KS2 Computing National Curriculum Links:</p> <ul style="list-style-type: none"> 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. <p>Children can:</p> <ul style="list-style-type: none"> Draw or design images and import them into other software. 	<p>Children can select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information in the context of using and</p>

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software to create, design and present an electronic presentation.

- Research and use appropriate information and images using the Internet.
- Use effective design and layout in a presentation.
- Present information on a particular subject, including accompanying materials.

combining appropriate software to create, design and present an electronic presentation. Children are able to draw or design images and import them into other software; research and use appropriate information and Images using the Internet; use effective design and layout in a presentation. In addition, they can present information on a particular subject, including accompanying materials.