



EXPLORERS		PATHFINDERS
Composites	Components	Composites
<p>I can follow and input simple instructions to control and operate devices.</p>	<p>To know what instructions are and when we might have to follow them To know how to use a remote control</p>	<p><b>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (NC)</b> <b>To know how to create and debug simple programs (NC)</b></p> <p><b>To know how to use logical reasoning to predict the behaviour of simple programs (NC)</b></p>
<p>I can use mouse control to complete simple activities on-screen including click-and-drag, drag-and-drop. I can use a keyboard to write labels and / or simple sentences.</p> <p>I can use a paint program or interactive whiteboard software to make marks, using simple tools to communicate my ideas.</p> <p>I can use basic features of a digital camera (or device with a built-in camera).</p>	<p>To know how to move a cursor by moving a mouse left and right, up and down</p> <p>To understand letters, numbers, backspace, arrow keys and space bar on a keyboard</p> <p>To know how to make marks with different software</p> <p>To know that we can take pictures with different devices</p>	<p><b>To understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC)</b></p>

# Computing



<p>I can log on to a school network and / or online learning resource account.</p> <p>I can begin to experiment with photography.</p>	<p>To know how to safely log out and shut down the device</p> <p>To know when to use different devices to take photos</p>	<p><b>To know and recognise common uses of information technology beyond school (NC)</b></p>
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<b>SAFE ZONE</b>	
<b>EXPLORERS</b>	<b>PATHFINDERS</b>
<b>Composites (Education for a Connected World)</b>	<b>Composites (Education for a Connected World)</b>
I can identify some simple examples of my personal information (e.g. name, birthday, age, location).	I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).
I can describe the people I can trust and explain why I trust them.	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).
I can identify ways that I can put information on the internet.	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.
I can recognise online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes that feel sad, uncomfortable, embarrassed or upset.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. I can describe how to behave online in ways that do not upset others and can give examples.
I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	I can explain why it is important to be considerate and kind to people online and to respect their choices.



<p>I know that the work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p>
<p>I can talk about how to use the internet as a way of finding information online.</p>	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p>
<p>I can identify devices I could use to access information on the internet.</p>	<p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p>
<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships.</p> <p>I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos) (from Adventurers Safe Zone)</p>