



EXPLORERS		PATHFINDERS
Composites	Components	Composites
I can follow and input simple instructions to control and operate devices.	To know what instructions are and when we might have to follow them To know how to use a remote control	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) To know how to create and debug simple programs (NC) To know how to use logical reasoning to predict the behaviour of simple programs (NC)
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. I can use a paint program or interactive whiteboard software to make marks, using simple tools to communicate my ideas. I can use basic features of a digital camera (or device with a built-in camera).	To know how to move a cursor by moving a mouse left and right, up and down To understand letters, numbers, backspace, arrow keys and space bar on a keyboard To know how to make marks with different software To know that we can take pictures with different devices	To understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC)

Computing



I can log on to a school network and / or online learning resource account. I can begin to experiment with photography.	To know how to safely log out and shut down the device To know when to use different devices to take photos	To know and recognise common uses of information technology beyond school (NC)
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SAFE ZONE	
EXPLORERS	PATHFINDERS
Composites (Education for a Connected World)	Composites (Education for a Connected World)
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.

Computing



I know that the work I create belongs to me. I can name my work so that others know it belongs to me.	I can explain why work I create using technology belongs to me. I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I understand that work created by others does not belong to me even if I save a copy.
I can talk about how to use the internet as a way of finding information online.	I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
I can identify devices I could use to access information on the internet.	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).
I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships. 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)