	Who We Are	Sharing the Planet	How the World Works	How we organise themselves	Where we are in place and time	How We Express Ourselves
Although there is no guidance for Computing in Statutory framework for the early years foundation stage, these are the areas covered and skills that are descreetly covered within inquiry.						
EYFS	E-safety, keyboard skills, mouse pad skills digital painting discovering technology digital music	Digital microscope, discovering technology, keyboard/mouse pad skills e-book video QR codes	SID, digital books, ask Siri, metal detecting keyboard/mouse pad skills Voice recording	Programming, ask Siri, keyboard/ mouse pad skills programming. Digital painting. Data	Computer science, technology hunt, digital recording, digital music keyboard/arrow skills	Programming, tech in the community/home, taking photos, keyboard/mouse pad skills. Photography.
	Know who to talk to (Trusted Adult) if things make me sad, upset, embarrassed. Recognise that I can say no/I'll tell. understand the difference between real and online. Play on a touch screen game and use computers/keyboards/mouse in role play. Type letters with increasing confidence using a keyboard and tablet. Dictate short, clear sentences into a digital device. Use a painting app and explore the paint and brush tool.	Focus a digital microscope and take pictures. Recognise everyday machinery that uses technology. Speaking and listening. Annotate an image with my voice. Scan/photograph a QR code. Take a photo and use it in an app. Use technology for a purpose.	Know what to do if things go wrong. Give an example of personal information. Speaking confidently into a camera (video.) Dictate short, clear sentences into a digital device. Know the difference between a video and a photo. Record/Watch films back. Use a digital device for purpose.	Create a digital image using a range of tools, pens, brushes and effects.Follow simple oral algorithms. Spot a simple pattern. Sequence simple familier tasks. Use a touch screen to target and select options on screen. Identify a chart, sort physical objects and discuss. Present simple data on a digital device.	Record sounds with different rsources. How to change their voice. Dictate short, clear sentences into a digital device. Recognise and give an example of some ways that that the internet can be used to communicate. Identify and follow the rules when using an iPad. Know the indtructions needed to oporate an iPad.	Confidently take a photo. Explore a 360 image. Resize images with 2 fingers.Follow simple oral algorithms. Spot a simple pattern. Sequence simple familier tasks. Use a touch screen to target and select options on screen. Input a simple sequence of commands on a digital device with support.
Year 1	E-safety, keyboard skills internet research, digital music. QR codes	Google Docs, internet research, ask Siri, videos/photos digital painting	SID, Digital microscope, imovie, cyberhunt, internet research, digital music photos	Internet research, programming Google Earth, keyboard skills metal detecting	Digital microscope, internet research, keyboard skills, Google Docs Digital wellbeing	Internet research, computer science, photography. data
	Create a sequence of sounds. Explore long and short sounds. Record their voice and add effects. Recognise that people may not be who they say they are online. Give examples of something that make you feel sad, worried, or frightened and who to tell about it (Trusted adults.) Explain the rules and give examples of keeping safe when using technology Use the internet to find things out/use a search engine with simple key words.	Type letters words onto a digital device. Explain the difference between a video and a photograph. Record a film using a camera app. Select images. Zoom in when videooing. Use a paint app to create a digital drawing. I can use the the internet to find things out. I can use simple keywords in a search engine.	Dictate clear and concise sentences into a digital device.create an animation to create a story. Add a picture to my story. Record voices using a digital device. Know how to use the intenet to communicate with people I know. Explain why it is important to treat people the same online as in real life. Recognise and give examples of of personal information. Explain how passwords protect information.	Know where the keys on a keyboard are. Understand what an algorithm is. Write a simple algorithm. Understand the importance of sequence of algorithms. Debug a simple algorithms. Understand that algorithms join together to make a program. Program a simple robot. Recognise errors and debug.	Confidently type words onto a digital device. Use a space bar and backspace. Use enter to create a new line. Understand that online work can not be copied. Ask an adult which web sites can be used. Use a digital device to gather information.	Sort images or text into categories on a digital device. Collect data on a topic. Create a tally chart/pictogram. Record myself explaining what I have done and what it shows me. Add a lable to and image. order images to create a storyboard. Edit a photo with a simple tool. Explore a 360 degree image. know the external names of a computer system.
Year 2	E-safety, logging on, Google Classroom data, internet research, keyboard skills	Docs, internet research, ask Siri, film comic strip digital drawing	SID, iMovie internet research, cyberhunt, digital music digital microscope	Google earth, Google Slides internet research, keyboard skills, Digital microscope, animation	Computer Science, internet research, Programming Book Creator Digital wellbeing	Slides, digital microscope, internet research, keyboard skills. Digital art
	Use the space bar only once. sort digital objects into a range of diagrams using an app. Orally record finding from data. Create a branching database using questions. Give examples of isssues that mighrt make someone feel, worried, sad, uncomfortable or frightened. Explain how to get help (Trusted adults.) Navigate to a given website. Explain what voice activated searching is. Explain the rules for using technology in different environments and settings.	Copy and paste an image and text. Use caps lock.Combine images and text. Use accurate punctuation. Add speech bubbles to a comic strip. Import images into a project from the web or camera. Write and record a script using a video app. Use a tool to add effects to a video. Use a green screen to technique with support. Create a digital draing using a range of tool with growing accuracy. .	Add voice lables to an image/storyboard. Create a musical composition using software. Record sound effects. Record voice over a composition to perform a song. Explain online identities can be differnet than in real life. Describe ways in which people could make themself look different online. Aware that the internet can be used for electronic information/ send a message via email. To ecognise examples of online bullying and howthat would make someone feel.	Create a simple animation with multiple images and edit these together. Create a stop go animation. Explain how an animation works. Use a range of key words to search the internet. Understand that information online can last a long time. Explain what is real and made up whilst searching for information on the WWW. Use physical resources to gather information. Navigating to a place on Google Earth.	Recognise input and output devices. Write an algorithm for an everyday task. Use logical reasoning to predict an outcome. Understand composition. Implement a simple algorithm using a physical device or app. Debug an algorithm. Understand that programmes need precise instructions.	Crop and add a filter an image.Select a tool to create a controlled image.Focus and use a digital imaging device to gather information/take and store photos. Transfer skiils used in Docs to other Google apps. Explain why we should not just copy and paste from the internet and that it belongs to someone else.
Year 3	E-safety, Logging on, internet research, Digital Microscope Docs	Data, sheets internet research comic strip/book creator Jamboard Google Legends	SID, Film, e-mail, digital recording/sound, Book Creator	Google Earth, computer science, cyberhunt, internet research Photography	Internet research, iMovie, Keyboard skills Careers in Technology Digital wellbeing	Slides, internet research, programming, digital microscope, data

	Can they search for an image, then copy and paste it into a document? Can they use 'Save picture as' to save an image to the computer? Can they copy and paste text into a document? Do they begin to use note making skills to decide what text to copy? Can they search by keyword using a child friendly search engine? Can they bookmark a page into your favourites? Can they combine text, images and sounds and show awareness of audience? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Do they follow the school's safer internet rules? Can they use different search engines?	Can they review images on a camera and delete unwanted images? Have they experienced downloading images from a camera into files on the computer? Can they use photo editing software to crop photos and add effects? Can they manipulate sound when using simple recording story boarding?	Can they use the email address book? Can they open and send an attachment? Can they contribute to a class blog? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? Do they know how to report an incident of cyber bullying? Do they know the difference between online communication tools used in school and those used at home? Can they begin to identify when emails should not be opened and when an attachment may not be safe? Can they explain how to use email safely?	Can they use strategies to verify information, e.g. crosschecking? Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? Do they understand that copyright exists on most digital images, video and recorded music?	Do they understand the need to keep personal information and passwords private? Do they understand that if they make personal information available online it may be seen and used by others? Do they know how to respond if asked for personal information or feel unsafe about content of a message? Do they understand the need to develop an alias for some public online use? Do they understand that the outcome of internet searches at home may be different than at school? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?	Can they use 90 degree and 45 degree turns? Can they give an on-screen robot directional instructions? Can they draw a square, rectangle and other regular shapes on screen, using commands? Can they use repeat command in logo to create a pattern? Can they write more complex programs? Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Can they use a branching database aimed at a specific audience?
Year 4	E-safety, logging on, internet research/ cyberhunt Google Docs Jamboard	Data, Sheets, Slides, internet research Book Creator Google Legends	SID, internet research, digital sound, Google Earth/Maps Forms, e-mail	Internet research, Docs, programming, Quizezz Digital wellbeing comic strip	Internet research, computer science, keyboard skills, Google Earth History of recorded sound	Film, internet research, Adobe Creative Cloud digital microscope Careers in Technology
	Do they follow the school's safer internet rules? Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new? Can they use the automatic spell checker to edit spellings? Can they use a search engine to find a specific website? Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?	Can they use note-taking skills to decide which text to copy and paste into a document? Can they use tabbed browsing to open two or more web pages at the same time? Can they open a link to a new window? Can they open a document (PDF) and view it? Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Do they recognise what a spread sheet is? Can they use the terms 'cells', 'rows' and 'columns'? Can they enter data, highlight it and make bar charts? Can they copy and paste the graph/bar chart and use it in a WP document? Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?	Do they appreciate the benefits of ICT to send messages and to communicate? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? Can they use strategies to verify information, e.g. crosschecking? Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? Do they understand that copyright exists on most digital images, video and recorded music? Do they understand the need to keep personal information and passwords private? Do they understand that if they make personal information available online it may be seen and used by others? Do they know how to respond if asked for personal information or feel unsafe about content of a message? Can they begin to identify when emails should not be opened and when an attachment may not be safe? Can they explain how to use email safety? Can they use different search engines?	Can they use repeat instructions to draw regular shapes on screen, using commands? Can they experiment with variables to control models? Can they make turns specifying the degrees? Can they give an on-screen robot specific directional instructions that takes them from x to y? Can they make accurate predictions about the outcome of a program they have written? Can they use photo editing software to crop photographs and add effects? Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Do they know how to report an incident of cyber bullying? Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? Do they know the difference between online communication tools used in school and those used at home? Do they understand the need to develop an alias for some public online use? Do they understand that the outcome of internet searches at home may be different than at school?	Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?	Can they capture images using webcams, screen capture, scanning, visualiser and internet? Can they choose images and download into a file? Can they download images from the camera into files on the computer? Can they copy graphics from a range of sources and paste into a desktop publishing program? Can they insert sound recordings into a multi media presentation? Can they use animation in their presentation?
Year 5	E-safety, Logging on, internet research, Book Creator Kahoot Jamboard	Cyberhunt, internet research, computer science, keyboard skills CAD/Tinkercad Adobe Creative Cloud Google Legends, Docs	SID, Animation, internet research, Google Earth/Maps Forms, Sites	Web design/Sites internet research, digital sound/recording, e-mail Careers in Technology	Internet research, computer science, mobile apps, Google Earth Digital wellbeing Quizzez	Data/sheets programming, internet research Adobe Spark iMovie
	Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they understand the potential risk of providing personal information online? Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? Do they follow the school's safer internet rules? Can they create strong passwords and manage them so that they remain strong?	Can they use bullets and numbering tools? Can they save an image document as a gif or i peg. file format using the 'save as' command? Can they make an information poster using graphics skills to good effect? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?	Can they work on simple film editing? Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they know how to report any suspicions? Do they understand they should not publish other people's pictures or tag them on the internet without permission? Do they know what to do if they discover something malicious or inappropriate?	Can they listen to streaming audio such as online radio? Can they download and listen to podcasts? Can they produce and upload a podcast? Can they manipulate sounds using Audacity? Can they conduct a video chat with someone elsewhere in the school or in another school? Can they use a range of presentation applications? Can they use ICT to record sounds and capture both still and video images? Can they make a home page for a website that contains links to other pages? Can they use the word count tool to check the length of a document? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they know that content put online is extremely difficult to remove? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?	Can they use a search engine using keyword searches? Can they decide which sections are appropriate to copy and paste from at least two web pages? Can they save stored information following simple lines of enquiry? Can they download a document and save it to the computer? Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they understand the benefits of developing a 'nickname' for online use? Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? Do they know that it is unsafe to arrange to meet unknown people online? Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?	Can they combine sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? Can they use ICT to measure sound or light or temperate using sensors? Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions? Can they select music from open sources and incorporate it into multimedia presentations? Can they create a formula in a spreadsheet and then check for accuracy and plausibility? Can they search databases for information using symbols such as = > or <? Can they create databases planning the fields, rows and columns? Can they create graphs and tables to be copied and pasted into other documents? Do they consider audience when editing a simple film? Do they know how to prepare and then present a simple film? Can they capture sounds, images and video? Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate?

Year 6	E-safety, Logging on, Slides, computer science, Kahoot Adobe Creative Cloud Jamboard	Programming, internet research, keyboard skills, Data/ Sheets Google Earth Google Legends, Docs	SID, Film, internet research, e-mail / blogging/vlogging Forms Computer Science	Digital music, Garage Band Slides/Adobe Creative Cloud mobile apps Web design/Sites Digital wellbeing Canva/Pixel Art	Data/Sheets Book Creator, internet research, keyboard skills Computer Science Careers in Technology Quizezz	Internet research, animation. CAD/Tinkercad iMovie History of computers
	Do they follow the school's safer internet rules? Can they make safe choices about use of technology? Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? Can they create strong passwords and manage them so that they remain strong? Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?	Can they confidently choose the correct page set up option when creating a document? Can they confidently use text formatting tools, including heading and body text? Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)? Can they incorporate graphics where appropriate, using the most effective text wrapping formats? Can they competently use the internet as a search tool? Can they reference information sources? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?	Can they conduct a video chat with people in another country or organisation? Can they conduct a video chat with more than one person at a time? Can they contribute to discussions online? Can they use a search engine using keyword searches? Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"? Can they compare the information provided on two tabbed websites looking for bias and perspective? Can they present a film for a specific audience and then adapt same film for a different audience? Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?	Algorithms and Programs Can they explain how an algorithm works? Can they detect errors in a program and correct them? Can they use an ICT program to control a number of events for an external device? Can they use ICT to measure sound, light or temperature using sensors and interpret the data? Can they explore 'what if' questions by planning different scenarios for controlled devices? Can they use input from sensors to trigger events? Can they check and refine a series of instructions? Data Retrieving and Organising Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)? Can they add special effects to alter the appearance of a graphic? Can they 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)? Can they make an information poster using their graphics skills to good effect? Can they create a sophisticated multimedia presentation? Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? Do they understand the potential risk of providing personal information online? Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they understand that some messages may be malicious and know how to deal with this? Do they understand that online environments have security settings, which can be altered, to protect the user? Do they understand the benefits of developing a 'nickname' for online use? Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? Do they know that it is unsafe to arrange to meet unknown people online? Do they know how to report any suspicions? Do they understand they should not publish other people' s pictures or tag them on the internet without permission? Do they know that content put online is extremely difficult to remove? Do they know what to do if the Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?	Can they collect live data using data logging equipment? Can they identify data error, patterns and sequences? Can they use the formulae bar to explore mathematical scenarios? Can they create their own database and present information from it?	Can they present a film for a specific audience and then adapt same film for a different audience? Can they create a sophisticated multimedia presentation? Can they contribute to discussions online? Can they use a search engine using keyword searches? Can they use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"? Can they compare the information provided on two tabbed websites looking for bias and perspective?