

Knivesmire Primary School's Computing key skills

	e-Safety	Programming	Handling data	Multimedia	Technology in our lives
Year 1	<ul style="list-style-type: none"> • I know what a password is • I can explain what personal information is • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite in life and online. • I can agree and follow sensible e-safety rules. 	<ul style="list-style-type: none"> • I can give a sequence of instructions to my friend to undertake a task and identify that this is an algorithm. • I can create a storyboard detailing a sequence of instructions. • I can program a Bee-bot. • I can press the buttons in the correct order to make my robot do what I want. • I can predict what will happen for a short sequence of instructions • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program • Once I can program a Bee-Bot I will put instructions into the computer program ... 	<ul style="list-style-type: none"> • I can talk about different ways in which information can be shown. • I can use technology to collect information, including photos, videos and sound. • I can add information to a pictograph and talk to you about what I have found out. 	<ul style="list-style-type: none"> • I can use technology to create and present my ideas creatively. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a certain place and retrieve it again. • I can use a digital camera • I can take a photograph on an iPad and find it. • I can create a phot story with audio 	<ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology. • I can use a search engine.

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Year 2	<ul style="list-style-type: none"> I can explain why I need to keep my password and information private I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> I can explain what an algorithm is. I can give an example of an algorithm. I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it. 	<ul style="list-style-type: none"> I can talk about different ways I use technology to collect information, including camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question. 	<ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways (word, PowerPoint, publisher) I can use the keyboard on my device to add, delete and space text for others to read. I can save and open files on the device I use. 	<ul style="list-style-type: none"> I can tell you why I use technology in the classroom. I can send an email I can identify benefits of using technology finding information, creating and communicating. I can talk about the differences between the internet and things in the physical world. I can use the internet to search for something. I can explain the difference between web 1.0 and web 2.0

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Year 3	<ul style="list-style-type: none"> I can talk about what makes a secure password and why they are important. I can protect my personal information when I do different things online. I can use the safety features of a website as well as reporting concerns to an adult. I can recognise websites and games appropriate for my age. I can make good choices about how long I spend online. I ask an adult before downloading files and games from the internet. I can post positive comments online. 	<ul style="list-style-type: none"> I can put programming commands into a sequence to achieve a specific outcome. I keep testing a program and can recognise when I need to debug it. I can use repeat commands. I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in unsuccessful programming. 	<ul style="list-style-type: none"> I can talk about the different ways data can be organised. I can search a ready-made database to answer questions. I can collect data to help me answer a question. I can add to a database. I can make a branching database. I can use a data logger to monitor changes and can talk about the information collected. 	<ul style="list-style-type: none"> I can combine a mixture of text, graphics and sound to share my ideas and learning (PowerPoint, Word and Publisher) I can use appropriate keyboard commands to amend text on my device, including making use of spellcheck. I can copy and paste a picture I can change text (font, size, colour) I can evaluate my work and improve its effectiveness. I can create an animation I take a photo and edit it. 	<ul style="list-style-type: none"> I can save and retrieve work on the internet, the school network or my own device. I can talk about the parts of a computer I can tell you ways to communicate with others online. I can describe the World Wide Web as part of the internet that contains websites. I can use search tools to find appropriate websites.

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Year 4	<ul style="list-style-type: none"> I choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I use the safety features of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age. I can help my friends make good choices about the amount of time they are spending online. I can talk about why I need to ask trusted adult before downloading files and games from the internet. 	<ul style="list-style-type: none"> I can use a sensor to detect a change which can select an action within a program. I can use algorithms with increasing confidence. I know that I need to keep testing a program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I recognise that an algorithm will help me to sequence more complex programs. I recognise that using algorithms will also help solve problems in other learning such as Maths Science and DT. 	<ul style="list-style-type: none"> I can organise data in different ways. I can collect data and identify where it could be inaccurate. I can plan, create and search a database to answer questions. I can choose the best way to present data to my friends. I can use a data logger to record and share my readings to others. 	<ul style="list-style-type: none"> I can use photos, video and sound to create an atmosphere when presenting to different audiences. I can create, modify and present documents for a particular purpose (word, publisher, PowerPoint). I can use a keyboard confidently to make use of a spellchecker to write and review my work. I can use a blog I can film using an iPad and edit. 	<ul style="list-style-type: none"> I can tell you whether a resource I am using is on the internet, the school network or my own device. I can save my work on the shared area. I can identify key words to use when searching safely on the Web. I think about the reliability of information I read on the web. I can explain what the key components of a computer are. I can say what HTML stands for.

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Year 5	<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain what cyber bullying is. • I know that anything I post online can be seen, used and may affect others. • I can talk about the dangers of spending too long online. • I can explain the importance of communicating kindly and respectfully. • I can discuss the importance of choosing an age appropriate website or game. • I know which resources on the internet I can download and use. 	<ul style="list-style-type: none"> • I can refine a procedure using repeat commands to improve a program. • I can use a variable to increase programming possibilities. • I can change an input to a program to achieve a different output. • I can use logical reasoning to detect and debug mistakes into a program. • I use logical thinking, imagination and creativity to extend a program using algorithms. 	<ul style="list-style-type: none"> • I can use a spreadsheet and database to collect and record data. • I can choose an appropriate tool to help me collect data. • I can present data in an appropriate way. • I can search a database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked. 	<ul style="list-style-type: none"> • I can use text, photos, sound and video editing tools to refine my work (Word, PowerPoint, and Publisher). • I can review and improve my own work and support others to improve their work. • I can record an interview. • I explain what QR codes are and use them. • I can import music into i-movie • I can explain what Augmented Reality is. • I can film and produce a short video. 	<ul style="list-style-type: none"> • I can describe different parts of the internet. • I can use a search engine to find appropriate information and check its reliability. • I can describe the different parts of a webpage. • I can find out who the information on a webpage belongs to. • I can explain what copyright is. • I can differentiate between true and false information on the internet.

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Year 6	<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain the consequences of sharing too much online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences of not communicating online kindly or respectfully, • I protect my computer or device from harm on the internet. 	<ul style="list-style-type: none"> • I can explain and program each of the steps in my algorithm. • I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • I can recognise when I need to use a variable to achieve the required output. • I can use a variable and operators to stop a program. • I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • I can use logical reasoning to detect and correct error in an algorithms programs. 	<ul style="list-style-type: none"> • I can plan the process needed to investigate the world around me. • I can select the most effective tool to collect data for my investigation. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. 	<ul style="list-style-type: none"> • I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential unfamiliar technology to increase my creativity. • I can combine a range of media, recognising contribution of each to achieve a particular outcome. • I can explain what Augmented Reality is with confidence. • I can create a short film using all the skills I know. 	<ul style="list-style-type: none"> • I can tell you the Internet services I need to use for different purposes. • I can describe how information is transported on the internet. • I can select an appropriate tool to communicate and collaborate online. • I can talk about the way search results are selected and ranked. • I can check the reliability of a website. • I can tell you about copyright and acknowledge the sources of information I find online

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EYFS	<ul style="list-style-type: none"> I can talk about some reasons we need to be safe online. 	<ul style="list-style-type: none"> I can control a programmable toy and make it move to a location. I can explain the importance of sequencing I can control a remote control toy. 	<ul style="list-style-type: none"> I can work with my classmates to complete a task, taking turns and helping each other. 	<ul style="list-style-type: none"> I can take a photograph on an i-pad. I can record on an i-pad. I can create a digital drawing 	<ul style="list-style-type: none"> I know an email is a message you send to someone on a computer. I can type a word and press the space bar and enter. I can label different parts of the computer (printer, keyboard, screen etc).