Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Remember rules without needing an adult to remind them.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
Reception	Personal, Social and Emotional Development		• Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science						
Programming	I can understand and create **algorithms** in order (steps or rules as instructions, e.g. how to make a sandwich) I understand that algorithms must be precise and accurate	I can **predict** the behaviour of simple programs I can create and run a **program** (an algorithm or multiple algorithms that can be understood by a computer) I can **debug** (find and fix a problem) within a simple program	I can use **selection** in my programs. (Also known as **conditionals** or **When / Then** statements). (e.g. When space bar is pressed, then sprite jumps) I can use **repetition** (sometimes referred to as **loops**) in my programs.	I can create **variables** within my programs (e.g. a timer, score) I can **debug** programs multiple times to accomplish specific goals	I can write code that uses **variables** as a **condition** for **selection** (e.g. use a variable to select which lighting pattern will run on a set of traffic lights) I can **decompose** (break into smaller chunks) a programming problem	I can use a **random** function in my code for purposeful effect (e.g. a program randomly chooses a number from 1-4 and displays a corresponding statement) I can produce a multifunction, debugged program that uses **variables**, **selection** and **repetition.**
Controlling hardware and machines	I can identify the major parts of **digital devices** (e.g. keyboard, screen, power, batteries, touchscreen, power button and trackpad)	I understand that **digital devices** run programs that have been created by humans	I can identify **inputs** of common computing devices (e.g keyboard, temperature sensor, tilting a device) I can identify the **outputs** of common computing devices (e.g. display on a screen, Bluetooth signal, print)	I can control or simulate **programmable hardware** (e.g. a Sphero robot)	I can create code that acts on multiple **inputs** I can create code that produces multiple **outputs**	I can **program** and **debug** multiple functions on programmable hardware (e.g. with a Microbit)

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology						
Operate, Understand and Implement	I can use **apps** and **websites** to help my learning I can **save and find** work that I have produced (includes **auto-save**) I can move a **cursor** with the trackpad and **click** on an icon	I can **type** and **edit** text I can use **two-finger scrolling** on a touchpad I understand that **emails** and other digital communications can be sent and received from various types of digital device	I know how to **search** for items on the internet I can use technology to organise and manipulate **digital content** I can **type** to achieve a specific goal I can perform a **two-finger click** to access additional options	I can **present** collected information or data to a group or audience I can **type** to achieve a specific goal, including accurate punctuation and spelling check I can use technical vocabulary to describe how computing equipment and networks function, including **storage** (e.g. USB drives, Google drive), **apps** and the **world wide web**	I can edit and improve **onscreen writing**, including digital thesaurus use I can **collaborate** meaningfully with **networked technologies** (for example, within a shared document or shared workspace) I can combine a variety of **software** (programs that run on computers) to accomplish given goals	I can collect and **analyse** data or information using technology (e.g. use a spreadsheet to produce a graph) I can make document **layout** and **design** decisions based on purpose (e.g. format a formal letter) I can **re-order** on-screen sentences for clarity, purpose or effect
Multimedia and Sound	I can use a **digital device** to capture photos (e.g. with an iPad)	I can use **technology** to capture and manipulate (position, re-size, rotate) photos as part of a piece of work	I can create **video** as part of my learning (e.g. using an iPad) I can create an **animation** (e.g. stop-frame animation on an iPad)	I can create sound, music or a **podcast** using digital technology I can create a **3D graphic** using computer-aided design software (e.g. using TInkercad)	I can edit **video**, bringing together different media elements (e.g. stills, video, captions and sound) to produce an effective final product I can storyboard and create an **animation**	I can design, create and edit sound, music, or a podcast using digital technology I can design, create and modify 3D graphics for purpose using computeraided design software (e.g. using Tinkercad)

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy						
Self-image and Identity	If something happens that makes me feel sad, worried, uncomfortable or frightened I can say how and when to speak to an adult I can trust.	I can describe ways in which people might make themselves look different online.	I can describe ways in which media can shape ideas about gender.	I can explain how my online identity can be different to the identity I present in 'real life'.	I can explain how identity online can be copied, modified or altered.	I can explain how I can represent myself in different ways online.
Online relationships	I can know some ways in which the **internet** can be used to talk.	I can explain some risks of communicating **online** with others I don't know well.	I can explain how mine and other people's feelings can be hurt by what is said or written online.	I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.	I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).	I can demonstrate how I would support others (including those who are having difficulties) online.
Online reputation	I can say which information I should not put **online** without asking a trusted adult first.	I can explain how information put online about me can last for a long time.	I know who I should ask if I am not sure if I should put something online.	I can describe how others can find out information about me by looking online.	I can describe ways that information about people online can be used by others to make judgments about an individual.	I can describe some simple ways that help build a positive online reputation.
Online bullying	I can say how to behave online in ways that do not upset others		I can describe rules about how to behave online and how I follow them.	I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can explain how I would report online bullying on the apps and platforms that I use.	I can identify a range of ways to report concerns both in school and at home about online bullying.

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Digital Literacy						
Managing online information	I can identify devices I could use to access information on the internet.	I can show how to move around a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	I can evaluate digital content and can explain how I make choices from search results.	I can **analyse** information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'	I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.
Health, wellbeing and lifestyle	I can explain rules to keep us safe when we are using technology both in and beyond the home.	I can explain how the rules for keeping us safe work when using technology.	I can identify when I might need to limit the amount of time I use technology.	I can describe ways technology can affect healthy sleep and can describe some of the issues.	I can describe common systems that regulate agerelated content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).
Privacy and security	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can explain why I should always ask a trusted adult before I share any information about myself online.	I can describe simple strategies for creating and keeping passwords private.	I can explain how internet use can be monitored.	I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
Copyright and ownership	I can name my work so that others know it belongs to me.	I can see that content on the internet may belong to other people.	I can explain why copying someone else's work from the internet without permission can cause problems.	I can assess and justify when it is acceptable to use the work of others.	I can demonstrate the use of search tools to find and access online content which can be reused by others.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.