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| **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)** |

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| 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. |

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| 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) |