

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
eSafety	<ul style="list-style-type: none"> To follow the rules to stay safe online. To only click on link I know are safe. To understand ownership (putting their name on their work) To understand if they see something they don't like they will tell an adult. 	<p>AUP</p> <ul style="list-style-type: none"> To follow the rules to stay safe online. To know what information is private. To identify where to go for help and support if they see something they don't like. To understand the importance of being kind and polite online. To understand why we use passwords and need to keep them private. To understand the need to make good choices about age appropriate activities. 	<p>AUP</p> <ul style="list-style-type: none"> To follow the rules to stay safe online (choosing websites they know or websites that an adult has said is ok) To identify where to go for help and support if they see something they don't like. To understand that the information they put online leaves a digital footprint. To understand cyberbullying and what to do if they encounter it. To learn not all websites are equally good sources of information. To understand the similarities and differences between real and online experiences. 	<p>AUP</p> <ul style="list-style-type: none"> To understand how to keep personal information safe. To understand that passwords are important and how to create a strong and secure password. To understand that people can connect and communicate online. To understand that product websites have the purpose of encouraging you to buy the product. Pupils learn methods used to promote products. To understand the similarities and differences between real and online communication. To learn to write clear, respectful messages (taking into consideration the purpose, the audience and the tone they want to convey). To understand what downloading is, including illegal downloading and to understand the benefits and risks. 	<p>AUP</p> <ul style="list-style-type: none"> To identify where to go for help and support if they need support regarding concerns about content or contact on the internet. To understand how to be a good digital citizen. To be responsible and respectful on and off line. To understand how to protect yourself from online identify theft. To identify actions that make them an upstanders in the face of cyberbullying. To learn strategies that increase the accuracy of key words searches. To know about plagiarism. To when and how it is ok to use the work of others (text and images) To understand that not everything online is true or accurate. To understand open source software. To identify and understand advertisements. To understand the 24/7 nature of digital media and technologies. To understand the impact on health and wellbeing due to the amount of time spent online. 	<p>AUP</p> <ul style="list-style-type: none"> To understand how to create secure passwords in order to keep their private information and accounts online. To understand how to be a good digital citizen. To be responsible and respectful on and off line. To understand the similarities and differences between real and online communication. To learn to write clear, respectful messages (taking into consideration the purpose, the audience and the tone they want to convey). To understand what 'spam' is and to identify strategies to deal with it. To understand that some content may cause you to feel upset, worried, uncomfortable or angry (violent/hateful/sexual content) and to know what to do if it happens. To understand how photos could be altered digitally. To consider the creative upsides of digital alteration as well it's power to distort or perceptions of beauty and healthy. 	<p>AUP</p> <ul style="list-style-type: none"> To know how to develop and maintain online relationships safely. To understand the consequences of poor digital citizenship, including the law. This includes the creation, sharing and uploading of inappropriate material. To understand how to identify secure websites. To understand cyberbullying. To know how it is similar and different to real life bullying. To know strategies for handling cyberbullying (how to report concerns in and out of school) To understand stereotypes. To identify messages about gender roles online. To understand the 24/7 nature of digital media and technologies. To understand the impact on health and wellbeing both positive and negative including self-image and self-esteem.

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Coding	<ul style="list-style-type: none"> To explore creating a simple program on a programmable toy i.e. Beebot. 	<ul style="list-style-type: none"> To be able to explain what an algorithm is and program a toy. To be able to predict what a program might do. (Beebots and 2Go) 	<ul style="list-style-type: none"> To create simple programs to perform an intended outcome. To debug a program. (Beebots and 2Go) 	<ul style="list-style-type: none"> To understand programs only work with precise and unambiguous algorithms. To use algorithms to create a program and then to use logical reasoning to explain how it works to others. (Probots) 	<ul style="list-style-type: none"> To be able to use logical reasoning to detect and correct errors in algorithms and programs. (Probots) 	<ul style="list-style-type: none"> To program a probot using a repeated set of instructions. To use logical reasoning to evaluate and edit a program to make it more efficient. (Scratch – motion, control and looks) 	<ul style="list-style-type: none"> To address problems within a program by decomposing them into smaller parts. To design a program which uses at least one variable. (Scratch – control ‘repeat’ and ‘forever’)
Networks				<ul style="list-style-type: none"> To understand the purposes of networks and how they work. To understand the history of the internet and how it is a growing network of computers 	<ul style="list-style-type: none"> To understand how servers and server farms work. To understand mass storage of information. 	<ul style="list-style-type: none"> To begin to be able to use google docs to upload transfer their creations to others. 	<ul style="list-style-type: none"> To be able to use google docs to upload and share/transfer their creations to others. To use google docs to collaborate with others on their creations.
Windows Operating systems	<ul style="list-style-type: none"> To be able to log on to the network with support. To use a mouse (left click) effectively. 	<ul style="list-style-type: none"> To be able to log on to the network independently. 	<ul style="list-style-type: none"> To know how to use the Windows search field. To know how zoom. To know how to navigate the network to save/open from the correct drive/folder. 	<ul style="list-style-type: none"> To know how to set up a folder. To know how to use tab to move across fields. To know how to maximise and minimise a window. 	<ul style="list-style-type: none"> To use the right mouse click and use drop down menu. To know and use the shortcuts ctrl x c v a To select and drag. 	<ul style="list-style-type: none"> To understand the importance of the system tray. To use right click on volume, power, date, time. To be able to change file and folder names through windows explorer. To understand about printable area. 	<ul style="list-style-type: none"> To use sticky notes for lists and simple note taking. To be able to transfer these directly into other software. To use ‘alt’ for not snap to grid.

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Word processing (MS Word)		<ul style="list-style-type: none"> To know how to open a new document. To use shift and caps lock for capital letters and other characters. To be able to change the font. To be able to change the font colour. 	<ul style="list-style-type: none"> To open a previously saved file. To format text using bold/ underline /italic. To use bullet points for a vertical list. To use numbers in a vertical list. To use spell check (via right click on red underlining.) 	<ul style="list-style-type: none"> To open and edit a previously saved file and resave using a version number. To insert a table. To add columns and rows to a table. To insert a picture from file. To insert a header To insert a footer. 	<ul style="list-style-type: none"> To adjust margins. To change the orientation. To use spell check and thesaurus via the review tab. To use the print preview function to check presentation. 	<ul style="list-style-type: none"> To use the find and replace function. To use word count function. To use synonyms from right click > drop down menu to edit and improve word choices. 	<ul style="list-style-type: none"> To independently combine previously learnt skills to create content.
Presentation MS PowerPoint				<ul style="list-style-type: none"> To open a new slide show. To save a presentation (with suitable file name and version number) To insert a word art To insert a text box. 	<ul style="list-style-type: none"> To insert a new slide. To insert and format a shape. To apply transitions. 	<ul style="list-style-type: none"> To edit transitions i.e. apply all, timed, on mouse click. To add animations. To use slide sorter to edit and reorder slides. 	<ul style="list-style-type: none"> To be able to embed a URL. To be able to 'group' and 'ungroup'
Publishing MS Publisher	<ul style="list-style-type: none"> To be able to combine text and image on one document. (2publish+) 	<ul style="list-style-type: none"> To use webcam to add photo image to a document. 	<ul style="list-style-type: none"> To use apply typing skills to create a postcard. 	<ul style="list-style-type: none"> To apply typing skills to create a newspaper. 	<ul style="list-style-type: none"> To be able to manipulate layout and apply previously learnt skills to create a brochure. 	<ul style="list-style-type: none"> To be able to manipulate layout and apply previously learnt skills to create a newspaper. 	<ul style="list-style-type: none"> To be able to manipulate layout and apply previously learnt skills to create a programme.
Spreadsheets MS Excel					<ul style="list-style-type: none"> To record data on a spreadsheet. To be able to use the sort and filter tools. 	<ul style="list-style-type: none"> To be able to use formulae (including sum) 	
Internet Use & searching	<ul style="list-style-type: none"> To understand using a browser enables us to use the internet. To be able to navigate within a website. 	<ul style="list-style-type: none"> To be able to type a URL. To understand that a key word search is a good way to locate information. 	<ul style="list-style-type: none"> To know 'Google' is a brand and other search engines are available. To toggle between two tabs/programs. To be able to save an image to their drive. To be discerning about image quality. To understand about watermarks on images. 	<ul style="list-style-type: none"> To understand different web browsers are available on different operating systems. To use simple search technologies and recognise that some sources are more reliable than others. 	<ul style="list-style-type: none"> To understand how to create a 'favourite' or 'bookmark'. To understand how search results are selected and ranked by search engines. (SEO) 	<ul style="list-style-type: none"> To use filters effectively when searching the internet. To appreciate how search engines, manipulate results to give selected and ranked results (SEO) To understand 'cookies' 	<ul style="list-style-type: none"> To be discerning users of search engines and evaluate results to find data and information to meet their needs.

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Typing Skills	<ul style="list-style-type: none"> To locate known letters on the keyboard. 	<ul style="list-style-type: none"> To use index fingers on both hands to type words. To be able to locate the number keys. To understand how to carriage break using the return/enter key. 	<ul style="list-style-type: none"> To use index fingers in both hands and thumbs for using space bar. 	<ul style="list-style-type: none"> To know the home key placement and rest hands there. To be able to locate punctuation marks. 	<ul style="list-style-type: none"> To use index fingers, thumbs and little finger for shift and return. 	<ul style="list-style-type: none"> To improve speed and accuracy of typing. 	<ul style="list-style-type: none"> To begin to use the correct fingers for each letter key.
Graphics MS Paint 3D		<ul style="list-style-type: none"> To use a variety of brushes. 	<ul style="list-style-type: none"> To be able to use 2D and 3D shapes. 	<ul style="list-style-type: none"> To combine shapes and brush strokes. 	<ul style="list-style-type: none"> To be able to use the 3D doodle tool. 		
Video Editor		<ul style="list-style-type: none"> To be able to record and play. 	<ul style="list-style-type: none"> To be able to simply edit video. To be able to add a title card. 	<ul style="list-style-type: none"> To be able to add text and music to a creation. 			
Peripherals	<ul style="list-style-type: none"> To recognise the range of technology available to them at home and school. To select devices to meet needs i.e. use a camera to record and event (point and click) 	<ul style="list-style-type: none"> To be able to zoom using a camera. To use zoom and light function on the visualiser. 	<ul style="list-style-type: none"> To use correct posture when taking a photo to stabilise the image. To use N>P>P hardware for audio experience. 	<ul style="list-style-type: none"> To use data logger to collect data. 	<ul style="list-style-type: none"> To use data logger to collect and transfer data to other software (e.g. MS Excel) 	<ul style="list-style-type: none"> To use data logger to collect, transfer and then manipulate data. To understand the storage of images on cameras and how it is transferred to other devices (including SD cards and cloud backup) 	<ul style="list-style-type: none"> To understand the devices available to them and use them to their best effect.

Tier Three Vocabulary & Key Words

Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
device computer mouse keyboard headphones	monitor screen keys webcam	digital field space bar drive folder save file edit audio Microsoft Windows search navigate	window select tab maximise minimise software hardware text browser operating system data log/ logger	media menu drop down menu drag margin orientation review preview function apply transition spreadsheet filter sort rank/ ranked transfer	system tray account upload/ download printable area back up formulae spam cookies cloud alter/alteration distort perception evaluate replace synonym efficient/ efficiency	alt ctrl stereotypes URL composition/ decomposition variable collaborate discerning
robot	desktop shift caps lock	cyber cyberbullying	locate secure version combine	manipulate content conduct contact identity theft impact detect correct error storage mass storage upstander citizen strategy accurate/ accuracy		
click icon cursor	URL –web address font	source outcome debug format previous bold italic bullet points	product communication audience consideration download legal/ illegal benefit risk			
own	website private polite password	vertical horizontal	ambiguous/ unambiguous	server farm open source		
program	algorithm predict independent(ly) key word carriage break enter/return	search engine toggle image watermarks	logical explain			
log on	record play zoom	2D & 3D	purpose network	advert/advertisement plagiarism logical reasoning		

