Technology in our Lives

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology in our Lives	Technology in our Lives	Technology in our Lives	Technology in our Lives	Technology in our Lives	Technology in our Lives
I can recognise the ways we use technology in our classroom.	I can tell you why I use technology in the classroom.	I can save and retrieve work on the Internet, the school network or my own device.	I can tell you whether a resource I am using is on the Internet, the school network or my own device.	I can describe different parts of the Internet.	What are the main parts of the human circulatory system?
I can recognise ways that technology is used in my home and community.	I can tell you why I use technology in my home and community.	I can talk about the parts of a computer.			What are the functions of the heart, blood vessels and blood
I can use links to websites to find information.	I am starting to understand that other people have created the information I use.	I can tell you ways to communicate with others online.	I can create a hyperlink to a resource on the World Wide Web.	I can use different online communication tools for different purposes.	What is the impact of diet, exercise, drugs and lifestyle on the way the body functions?
I can begin to identify some of the benefits of using technology.	I can identify benefits of using technology including finding information, creating and communicating.	I can describe the World Wide Web as the part of the Internet that contains websites.	I think about the reliability of information I read on the World Wide Web.		What ways are nutrients and water transported within animals, including humans?
	I can talk about the differences between the Internet and things in the physical world.	I can use search tools to find and use an appropriate website.	I can identify key words to use when searching safely on the World Wide Web	I can use a search engine to find appropriate information and check its reliability.	
		I think about whether I can use images that I find online in my own work.	I can tell you how to check who owns photos, text and clipart.		

Multimedia

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multimedia	Multimedia	Multimedia	Multimedia	Multimedia	Multimedia
I can be creative with different technology tools.		I can create different effects with different technology tools.	I can create, modify and present documents for a particular purpose. I am confident to explore new media to extend what I can achieve.	I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to create content using unfamiliar technology.	I can confidently identify the potential of unfamiliar technology to increase my creativity. I can combine a range of media, recognising the contribution of each to achieve a particular outcome.
I can use technology to create and present my ideas.	I can use technology to organise and present my ideas in different ways.	I can combine a mixture of text, graphics and sound to share my ideas and learning.	I can change the appearance of text to increase its effectiveness. I can use photos, video and sound to create an atmosphere when presenting to different audiences.	I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.	I can talk about audience, atmosphere and structure when planning a particular outcome.
I can use the keyboard or a word bank on my device to enter text.	I can use the keyboard on my device to add, delete and space text for others to read.	I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.	I can use a keyboard confidently and make use of a spellchecker to write and review my work.		
I can save information in a special place and retrieve it again.	I can save and open files on the device I use.				
	I can tell you about an online tool that will help me to share my ideas with other people.	I can use an appropriate tool to share my work online.	I can use an appropriate tool to share my work and collaborate online.	I can select an appropriate online or offline tool to create and share ideas.	I can tell you why I select a particular online tool for a specific purpose.
		I can evaluate my work and improve its effectiveness.	I can give constructive feedback to my friends to help them improve their work and refine my own work.	I can review and improve my own work and support others to improve their work.	I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.

Programming

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programming	Programming	Programming	Programming	Programming	Programming
I can give instructions to my friend and follow their instructions to move around.	I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.	I can break an open-ended problem up into smaller parts.	I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.	I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.	I can deconstruct a problem into smaller steps, recognising similarities to solutions used before.
I can describe what happens when I press buttons on a robot.	I can tell you the order I need to do things to make something happen and talk about this as an algorithm.	I can put programming commands into a sequence to achieve a specific outcome.	I can use an efficient procedure to simplify a program.	I can refine a procedure using repeat commands to improve a program.	I can explain and program each of the steps in my algorithm.
I can press the buttons in the correct order to make my robot do what I want.	I can program a robot or software to do a particular task.	I keep testing my program and can recognise when I need to debug it.	I can use a sensor to detect a change which can select an action within my program.	I can use a variable to increase programming possibilities.	I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.
I can describe what actions I will need to do to make something happen and begin to use the word algorithm.	I can look at my friend's program and tell you what will happen.	I can describe the algorithm I will need for a simple task.	I know that I need to keep testing my program while I am putting it together.	I can change an input to a program to achieve a different output.	I can recognise when I need to use a variable to achieve a required output.
I can begin to predict what will happen for a short sequence of instructions.	I can use programming software to make objects move.	I can use repeat commands.	I can use a variety of tools to create a program.	I can use 'if' and 'then' commands to select an action.	I can use a variable and operators to stop a program.
I can use the word debug when I correct mistakes when I program.	I can watch a program execute and spot where it goes wrong so that I can debug it.	I can detect a problem in an algorithm which could result in unsuccessful programming.	I can recognise an error in a program and debug it.	I can talk about how a computer model can provide information about a physical system.	I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.
		I recognise that an algorithm will help me to sequence more complex programs.	I can use logical reasoning to detect and debug mistakes in a program.	I can use logical reasoning to detect and correct errors in an algorithm and programs.
			I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	I use logical thinking, imagination and creativity to extend a program.	

Handling Data

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling Data	Handling Data	Handling Data	Handling Data	Handling Data	Handling Data
I can talk about the different ways in which information can be shown.	I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.	I can talk about the different ways data can be organised.	I can organise data in different ways.	I can use a spreadsheet and database to collect and record data.	I can plan the process needed to investigate the world around me.
I can use technology to collect information, including photos, video and sound.	I can make and save a chart or graph using the data I collect.	I can search a ready-made database to answer questions.	I can collect data and identify where it could be inaccurate.	I can choose an appropriate tool to help me collect data.	I can select the most effective tool to collect data for my investigation.
I can sort different kinds of information and present it to others.	I can talk about the data that is shown in my chart or graph.	I can collect data help me answer a question.	I can plan, create and search a database to answer questions.	I can present data in an appropriate way.	I can check the data I collect for accuracy and plausibility.
I can add information to a pictograph and talk to you about what I have found out.	I am starting to understand a branching database.	I can add to a database.	I can choose the best way to present data to my friends.	I can search a database using different operators to refine my search.	I can interpret the data I collect.
	I can tell you what kind of information I could use to help me investigate a question.	I can make a branching database.	I can use a data logger to record and share my readings with my friends.	I can talk about mistakes in data and suggest how it could be checked.	I can present the data I collect in an appropriate way.
		I can use a data logger to monitor changes and can talk about the information collected.			I use the skills I have developed to interrogate a database.

E-safety

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling Data	Handling Data	Handling Data	Handling Data	Handling Data	Handling Data
I can keep my password private.	I can explain why I need to keep my password and personal information private.	I can talk about what makes a secure password and why they are important.	I choose a secure password when I am using a website.	I protect my password and other personal information.	I protect my password and other personal information.
I can tell you what personal information is.		I can protect my personal information when I do different things online.	I can talk about the ways I can protect myself and my friends from harm online.	I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.	I can explain the consequences of sharing too much about myself online.
I can tell an adult when I see something unexpected or worrying online.	I can describe the things that happen online that I must tell an adult about.	I can use the safety features of websites as well as reporting concerns to an adult.	I use the safety features of websites as well as reporting concerns to an adult.		I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.
I can talk about why it's important to be kind and polite.	I can talk about why it is important to be kind and polite online and in real life.	I can post positive comments online.	I comment positively and respectfully online. I know that anything I post online can be seen by others.	I can explain the importance of communicating kindly and respectfully. I know that anything I post online can be seen, used and may affect others.	I can explain the consequences to myself and others of not communicating kindly and respectfully.
I can recognise an age appropriate website.		I can recognise websites and games appropriate for my age.	I choose websites and games that are appropriate for my age.	I can discuss the importance of choosing an age-appropriate website or game.	
I can agree and follow sensible e-Safety rules.	I know that not everyone is who they say they are on the Internet.	I ask an adult before downloading files and games from the Internet.	I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.	I can explain why I need to protect my computer or device from harm. I know which resources on the Internet I can download and use.	I protect my computer or device from harm on the Internet.
	I can talk about why I should go online for a short amount of time.	I can make good choices about how long I spend online.	I can help my friends make good choices about the time they spend online.	I can talk about the dangers of spending too long online or playing a game.	I can explain the consequences of spending too much time online or on a game.