

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer systems and Networks	Technology around us Recognising technology in school and using it responsibly.	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Connecting Computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Sharing information Identifying and exploring how information is shared between digital systems.	Internet communication Recognising how the WWW can be used to communicate and be searched to find information.
Creating Media A	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	Digital photography Capturing and changing digital photographs for different purposes.	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story	Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered	Video editing Planning, capturing, and editing video to produce a short film.	Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation
Creating Media B	Digital writing Using a computer to create and format text, before comparing to writing non-digitally	Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Vector drawing Creating images in a drawing program by using layers and groups of objects.	3D modelling Planning, developing, and evaluating 3D computer models of physical objects.
Programming A	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Selection in physical computing Exploring conditions and selection using a programmable microcontroller	Variables in games Exploring variables when designing and coding a game.
Programming B	Programming animations Designing and programming the movement of a character on screen to tell stories.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.	Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	Selection in quizzes Exploring selection in programming to design and code an interactive quiz.	Sensing Designing and coding a project that captures inputs from a physical device.
Data and information	Grouping data Exploring object labels, then using them to sort and group objects by properties.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Branching databases Building and using branching databases to group objects using yes/no questions.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Flat-file databases Using a database to order data and create charts to answer questions.	Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.
E-Safety	The child can keep themselves safe while using digital technology.	The child can keep safe and show respect to others while using digital technology.	The child can use digital technology safely and show respect for others when working online.	The child can demonstrate that they can act responsibly when using computers.	The child can demonstrate that they can act responsibly when using the internet.	C.6.7.3. The child can show that they can think through the consequences of their actions when using digital technology.
	The child can understand that information on the internet can be seen by others.	The child can understand that they should not share personal information online.	The child can recognise unacceptable behaviour when using digital technology.	The child can understand the difference between acceptable and unacceptable behaviours when using digital technology.	The child can discuss the consequences of particular behaviours when using digital technology.	C.6.7.3. The child can identify principles underpinning acceptable use of digital technologies.
	The child can understand what to do if they see disturbing content online at home or at school.	The child can understand what to do if they have concerns about content or contact online.	Know who to talk to about concerns and inappropriate behaviour in school.	Know who to talk to about concerns and inappropriate behaviour at home or in school.	Know how to report concerns and inappropriate behaviour in a range of contexts.	Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts.
			The child can decide whether a web page is relevant for a given purpose or question.	The child can decide whether digital content is relevant for a given purpose or question.	The child can decide whether digital content is reliable and unbiased.	C.6.5.3. The child can form an opinion about the effectiveness of digital content.
			The child can use email and videoconferencing in class.	The child can work collaboratively with classmates on a shared wiki.	The child can work collaboratively with classmates on a class website or blog.	C.6.4.3. The child can use online tools to plan and carry out a collaborative project.
Using IT beyond school	The child can show an awareness of how IT is used for communication beyond school.	The child can show an awareness of how IT is used for a range of purposes beyond school.				

