	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Safety	· Children can log in to Purple Mash using their own login. · Children are beginning to develop an understanding of ownership of work online. · Children can log out of Purple Mash when they have finished using it and know why that is important.	· To know how to refine searches using the Search tool. · To know how to share work electronically using the display boards. · To use digital technology to share work on Purple Mash to communicate and connect with others locally. · To have some knowledge and understanding about sharing more globally on the Internet. · To understand that information put online leaves a	· To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. · To understand how the Internet can be used to help us to communicate effectively. · To learn about the meaning of age restrictions symbols on digital media and devices.	· Children can explain what a digital footprint is and how it relates to identity theft. · Children can give examples of things that they wouldn't want to be in their digital footprint. · Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. · Children know what a computer virus is.	· To think critically about the information that they share online both about myself and others. · Children know who to tell if they are upset by something that happens online. · Children can use the SMART rules as a source of guidance when online. · To know how to maintain secure passwords. · To be aware of appropriate and inappropriate text, photographs and videos and the	· Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. · Identify the benefits and risks of giving personal information and device access to different software. · To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.

		digital footprint or trail.			impact of sharing these online.	• To begin to understand how information online can persist and give away details of those who share or modify it.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science & Coding		· Copy an example code. · Read and understand code. · Remix code to achieve a particular outcome. · Debugging. · Use printed code snippets so that children can't run the code but must read it. · Include unplugged activities and 'explaining' tasks e.g. 'how do variables work?'	· To understand what is meant by – home, bottom, and top rows. · Developed ability to touch type the home, bottom, and top rows. · I can use two hands to type the letters on the keyboard. · I can touch type using my left hand. · I can touch type using my right hand. · Children can create a design that represents a sequential algorithm. · Children can use a flowchart design to	· Children can structure search queries to locate specific information. · Children have used search to answer a series of questions. · Children have written search questions for a friend to solve. · Children can analyse the contents of a web page for clues about the credibility of the information.	· To design and write a program that simulates a physical system. · Children can explain how their program simulates a physical system. · Children can reflect upon the effectiveness of their simulation. · To review the use of number variables in 2Code. · To explore text variables. · Children can explain what a variable is in programming.	· Children can plan a program before coding to anticipate the variables that will be required to achieve the desired effect. · Children can follow through plans to create the program. · Children can debug when things do not run as expected. · To debug a program and organise the code into tabs.

			create the code. • Children can explain what Object, Action, Output, Control and Event are in computer programming. Children can explain what a variable is in programming. • Children can explain why variables need to be named. • Children can create a variable in a program. • Children can set/change the variable values appropriately to create a timer		• Children can set/change the variable values appropriately. • Children know some ways that text variables can be used in coding. • Children can create a game which has a timer and score pad. • Children can use variables to control the objects in the game. • Children can create loops using the timer and If/else statements.	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	·To sort items using a range of criteria. ·To sort items on the computer using the 'Grouping' activities in Purple Mash. · Children understand what is meant by 'technology'. · Children have considered types of technology used in school and out of school.	· Children understand what 2Sequence is and how it works. · Children use the different sounds within 2Sequence to create a tune. · Children explore how to speed up and slow down tunes. · Children understand what happens to the tune when sounds are moved. · Children can change the volume		· Children look at and discussed a variety of written material where the font size and type are tailored to the purpose of the text. · Children use text formatting to make a piece of writing fit for its audience and purpose. · Children use 2Connect to mind-map ideas for a community campaign.	· Children can review and analyse a computer game. · Children can describe some of the elements that make a successful game. · Children can begin the process of designing their own game. · Children can design the setting for their game so that it fits with the selected theme. · Children can upload images or use the drawing	· Children understand how a blog can be used as an informative text. · Children understand the key features of a blog. · To understand how to write a blog. · To consider the effect upon the audience of changing the visual properties of the blog. · To understand the importance of regularly updating the content of a blog.

		of the background sounds. · Children create their own tune using some of the chosen sounds. · Children understand what is meant by 'technology'. · Children consider types of technology used in school and out of school. · Children record 4 examples of where technology is used away from school.			tools to create the walls, floor and roof. · Children can design characters for their game. · Children can decide upon, and change, the animations and sounds that the characters make.	