

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
-To identify technology	-To recognise the uses and features of information technology	-To explain how digital devices function	-To describe how networks physically connect to other networks	-To explain that computers can be connected together to form systems	-To explain the importance of internet addresses
-To identify a computer and its main parts	-To identify the uses of information technology in the school	-To identify input and output devices	-To recognise how networked devices make up the internet	-To recognise the role of computer systems in our lives	-To recognise how data is transferred across the internet
-To use a mouse in different ways	-To identify information technology beyond school	-To recognise how digital devices can change the way we work	-To outline how websites can be shared via the World Wide Web (WWW)	-To experiment with search engines	-To explain how sharing information online can help people to work together
-To use a keyboard to type on a computer	-To explain how information technology helps us	-To explain how a computer network can be used to share information	-To describe how content can be added and accessed on the World Wide Web (WWW)	-To describe how search engines select results	-To evaluate different ways of working together online
-To use the keyboard to edit text	-To explain how to use information technology safely	-To explore how digital devices can be connected	-To recognise how the content of the WWW is created by people	-To explain how search results are ranked	-To recognise how we communicate using technology
-To create rules for using technology responsibly	-To recognise that choices are made when using information technology	-To recognise the physical components of a network	-To evaluate the consequences of unreliable content	-To recognise why the order of results is important, and to whom	-To evaluate different methods of online communication
-To explain what a given command will do	-To describe a series of instructions as a sequence	-To explore a new programming environment	-To identify that accuracy in programming is important	-To explain what makes a video effective	-To review an existing website and consider its structure
-To act out a given word	-To explain what happens when we change the order of instructions	-To identify that commands have an outcome	-To create a program in a text-based language	-To identify digital devices that can record video	-To plan the features of a web page

-To combine forwards and backwards commands to make a sequence	-To use logical reasoning to predict the outcome of a program	-To explain that a program has a start	-To explain what 'repeat' means	-To capture video using a range of techniques	-To consider the ownership and use of images (copyright)
-To combine four direction commands to make sequences	-To explain that programming projects can have code and artwork	-To recognise that a sequence of commands can have an order	-To modify a count-controlled loop to produce a given outcome	-To create a storyboard	-To recognise the need to preview pages
-To plan a simple program	-To design an algorithm	-To change the appearance of my project	-To decompose a task into small steps	-To identify that video can be improved through reshooting and editing	-To outline the need for a navigation path
-To find more than one solution to a problem	-To create and debug a program that I have written	-To create a project from a task description	-To create a program that uses count-controlled loops to produce a given outcome	-To consider the impact of the choices made when making and sharing a video	-To recognise the implications of linking to content owned by other people
-To choose a command for a given purpose	-To explain that a sequence of commands has a start	-To recognise how text and images convey information	-To explain that the composition of digital images can be changed	-To control a simple circuit connected to a computer	-To define a 'variable' as something that is changeable
-To show that a series of commands can be joined together	-To explain that a sequence of commands has an outcome	-To recognise that text and layout can be edited	-To explain that colours can be changed in digital images	-To write a program that includes count-controlled loops	-To explain why a variable is used in a program
-To identify the effect of changing a value	-To create a program using a given design	-To choose appropriate page settings	-To explain how cloning can be used in photo editing	-To explain that a loop can stop when a condition is met	-To choose how to improve a game by using variables
-To explain that each sprite has its own instructions	-To change a given design	-To add content to a desktop publishing publication	-To explain that images can be combined	-To explain that a loop can be used to repeatedly check whether a condition has been met	-To design a project that builds on a given example

-To design the parts of a project	-To create a program using my own design	-To consider how different layouts can suit different purposes	-To combine images for a purpose	-To design a physical project that includes selection	-To use my design to create a project
-To use my algorithm to create a program	-To decide how my project can be improved	-To consider the benefits of desktop publishing	-To evaluate how changes can improve an image	-To create a program that controls a physical computing project	-To evaluate my project

-To label objects	-To use a digital device to take a photograph	-To explain that animation is a sequence of drawings or photographs	-To develop the use of count-controlled loops in a different programming environment	-To use a form to record information	-To recognise that you can work in three dimensions on a computer
-To identify that objects can be counted	-To make choices when taking a photograph	-To relate animated movement with a sequence of images	-To explain that in programming there are infinite loops and count controlled loops	-To compare paper and computer-based databases	-To identify that digital 3D objects can be modified
-To describe objects in different ways	-To describe what makes a good photograph	-To plan an animation	-To develop a design that includes two or more loops which run at the same time	-To outline how you can answer questions by grouping and then sorting data	-To recognise that objects can be combined in a 3D model
-To count objects with the same properties	-To recognise that we can count and compare objects using tally charts	-To identify the need to work consistently and carefully	-To modify an infinite loop in a given program	-To explain that tools can be used to select specific data	-To create a 3D model for a given purpose
-To compare groups of objects	-To recognise that objects can be represented as pictures	-To review and improve an animation	-To design a project that includes repetition	-To explain that computer programs can be used to compare data visually	-To plan my own 3D model
-To answer questions about groups of objects	-To create a pictogram	-To evaluate the impact of adding other media to an animation	-To create a project that includes repetition	-To use a real-world database to answer questions	-To create my own digital 3D model