



Computing		Rabbits		Hedgehogs		Foxes	
Year Group	EYFS	1	2	3	4	5	6
Skills or objectives	A1	A1	A1	A1	A1	A1	A1
	<ul style="list-style-type: none"> Remember rules without needing an adult to remind them Explore how things work. Show resilience and perseverance in the face of a challenge. Explore how things work. Know and talk about the different factors that support their overall health and wellbeing; -sensible amounts of 'screen time'. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from 	<p>Children can:</p> <ul style="list-style-type: none"> a add text strings, text boxes and show and hide objects and images, manipulating the features; d save, retrieve and organise work; d use safe search filters; a identify what things count as personal information; b identify what is appropriate and inappropriate behaviour on the internet; c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; d seek help from an adult when they see something that is unexpected or worrying; e demonstrate how to safely open and close applications and log on and log off from websites; f use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet. 	<p>Children can:</p> <ul style="list-style-type: none"> a explain ways to communicate with others online; b describe the world wide web as the part of the internet that contains websites; c add websites to a favourites list; d use search tools to find and use an appropriate website and content; e use strategies to improve results when searching online; f use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media. a reflect on their own digital footprint and behaviour online; b identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; c agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; d seek help from an adult when they see something that is unexpected or worrying; 	<p>Children can:</p> <ul style="list-style-type: none"> a protect their password and other personal information; b be a good online citizen and friend; c judge what sort of privacy settings might be relevant to reducing different risks; d seek help from an adult when they see something that is unexpected or worrying; e discuss scenarios involving online risk; f use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal. d check the reliability of a website, including the photos on site; search for information using appropriate websites and advanced search functions within Google; use strategies to check the reliability of information (cross- 			



		<p>wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		<p>e demonstrate understanding of age-appropriate websites and adverts;</p> <p>f use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p> <p>explain ways to communicate with others online</p>	<p>check with another source such as books);</p> <p>tell you about copyright and acknowledge the sources of information;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p>
A2		A2	<p>Children can:</p> <p>a give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</p> <p>b control the nature of events: repeat, loops, single events and add and delete features;</p> <p>c give a set of instructions to follow and predict what will happen;</p> <p>d improve/change their sequence of commands by debugging;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>	A2	A2



				<p>decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	
<p>Sp 1</p>			<p>Children can:</p> <ul style="list-style-type: none"> a add text strings, text boxes and show and hide objects and images, manipulating the features; b use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; c use applications and devices in order to communicate ideas, work, messages and demonstrate control; d save, retrieve and organise work; e use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. 	<p>Children can:</p> <ul style="list-style-type: none"> a use software to record, create and edit sounds and capture still images; b change recorded sounds, volume, duration and pauses; c use software to capture video for a purpose; d crop and arrange clips to create a short film; e plan an animation and move items within each animation for playback; f use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame. 	<p>Children can:</p> <ul style="list-style-type: none"> a use external triggers and infinite loops to demonstrate control; b follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; c use conditional statements and edit variables; d decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; e keep testing a program and recognise when it needs to be debugged; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>



	Sp 2				
	Su 1		<p>Children can:</p> <ul style="list-style-type: none"> a create different effects with different technological tools, demonstrating control; b use appropriate keyboard commands to amend text on a device; c use applications and devices in order to communicate ideas, work, and messages; d save, retrieve and evaluate work, making amendments; e insert a picture/text/graph/hyperlink from the internet or a personal file; f use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck. 		<p>Children can:</p> <ul style="list-style-type: none"> a construct data on the most appropriate application; b know how to interpret data, including spotting inaccurate data and comparing data; c use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; d add data to an existing database; e use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.



	Su 2		<p>Children can:</p> <ul style="list-style-type: none"> c use applications and devices in order to communicate ideas, work, messages and demonstrate control; d save, retrieve and organise work; e use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. 	Su 2	<p>Children can:</p> <ul style="list-style-type: none"> a create different effects with different technological tools, demonstrating control; b use appropriate keyboard commands to amend text on a device; c use applications and devices in order to communicate ideas, work, and messages; d save, retrieve and evaluate work, making amendments; e insert a picture/text/graph/hyperlink from the internet or a personal file; f use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck. 	Su 2	<p>Children can:</p> <ul style="list-style-type: none"> a use the skills already developed to create content using unfamiliar technology; b select, use and combine the appropriate technology tools to create effect; c review and improve their own work and support others to improve their work;
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- **Multimedia Text and Images**
- **Multimedia Sound and Motion**
- **Handling Data**
- **Technology in Our Lives**
- **Coding and Programming**
- **Online Safety**