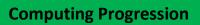
Sutton Park Primary School





COMPUTER SCIENCE							
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
I can create simple programs. I can design and create programs for others to play. I can describe uses of technology beyond school. I can predict the outcomes of a program. I can use simple events (selections) in programs. I can create simple programs using repeats.	I can understand that instructions in an algorithm need to be precise and unambiguous. I can create programs. I can debug an error in a simple algorithm. I can use simple repeats in programs. I can use logical reasoning to predict the behaviour of simple programs. I can use basic selections in programs and explain using the language if then. I can investigate how computers have changed over the years. I can identify, name and explain the functions of the main components of a computer. I can name and compare common input and output devices of computer systems. I can identify and describe uses of technology beyond school. I can explain how robots can be	I can identify the uses of technology beyond school and discuss reasons why they are helpful (e.g. robots and simulations). I can understand how a computer stores data. I can understand the main hardware components of a computer system. I can understand various forms of input/output. I can understand how the internet works, including how it is structured and that data travels along.	I can design and create a prototype game that accomplishes specific goals and make improvements following feedback. I can review a game and make improvements by debugging so a game run correctly. I can create a program using a range of events/inputs to control what happens. I can solve problems in algorithms by decomposing them into smaller parts. I can create programs including repeat commands. I can create an interactive quiz and program right and wrong answers. I can embed an interactive quiz into a website.	I can work independently to design and program a game for a specific audience. I can program a game which tells a story over more than one level. I can experiment with different codes to test each element of a game until a desired outcome is reached. I can make predictions on what will happen in a program when inputs are changed. I can test, debug and improve programs. I can describe the impact of technology on society. I can investigate the services offered by the internet. I can understand about different types of robotics and how they can impact our lives. I can understand about the advancements in technology and the impact this has had on society.	I can write programs that accomplish specific goals. I can work independently to design and create 3D models using CAD software. I can create simple variables and understand their role in a program. I can create programs including repeat commands. I can understand a 3D model could be created from a 2D drawing. I can work independently to design and create 3D models from 2D designs. I can create variables in spreadsheets and understand their role in a program.		

	INFORMATION TECHNOLOGY							
I can combine images and edit text to create digital content. I can combine images, text and voice recordings to retell a story. I can type words correctly using a keyboard. I can use digital drawing tools to draw characters from a story or for a game. I can make improvements to digital content following feedback. I can create a simple presentation using slides. I can apply edits to digital content to achieve a particular effect. I can create posters by adding images to frames, editing text by changing font style, colour and size.	I can create digital content combining text, images, and sounds. I can type words correctly using a keyboard. I can combine text and images to create a video presentation. I can edit video content to improve it.	INFORMATION I can combine text (fonts, colours, backgrounds, speech bubbles), images, voice recordings and videos to create a digital content. I can design and create digital logos and graphics combining fonts and texts. I can create and edit a video/animation by combining text, images and music. I can create a contents page, a blurb and add page numbers. I can edit digital content to improve it according to feedback. I can create a presentation with slides that include animations and transition effects. I can select options to change the appearance of digital content and explore tools to edit it.	I can create a presentation with slides with animations and transition effects. I can edit digital content to improve it according to feedback. I can use photo editing tools to improve the quality of images. I can create and edit a video by combining text, images, effects and music. I can use a keyboard accurately with two hands to type and format documents. I can combine text (fonts, colours, backgrounds), images, voice recordings and videos to create digital content. I can build a website or web page that includes pages, text, images and videos in a clear and organised way. I can create an app/ website with menus for ease of navigation.	I can identify the pros and cons of different games. I can organise digital content by combining text boxes and images. I can use creative tools to create a marketing campaign for a game. I can plan and create a video by combining images, text, music and different layouts. I can use word processing tools to format a document. I can make a presentation to an audience using digital tools. I can edit/refine a movie to add special effects, text, sound effects, graphics and backing tracks. I can work independently on a topic to build and create a website with pages, titles, images, videos and text.	I can edit videos, graphics and documents independently to create digital content. I can evaluate my own content against success criteria and make improvements using editing tools accordingly. I can format a digital document to present ideas. I can design a suitable brand for a business and promote it. I can create a spreadsheet with formulas for profit and loss of a business. I can work independently to create a presentation that includes graphics, images and movies. I can design and build a web page and share it online. I can combine text and images to create eye catching social media adverts. I can create a video for a			
			, and the second		marketing campaign and make improvements following feedback.			
ONLINE SAFETY								
I can explain how other people's identity online can be different to their identity in real life.	I can explain why it is important to be considerate and kind to people online in ways that do not upset others.	I can explain why many people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	I can explain the importance of self-regulating the use of technology. I can recognise the need to be	I can describe ways technology can affect health and know strategies, tips or advice to promote healthy living.	I can explain why information that is on a large number of sites may still be inaccurate or untrue.			
I can describe what information not to put online without asking a trusted adult first.	I can use the internet to communicate with people you do not know well and give	I can describe ways people who have similar likes and interests can get together online.	careful before sharing anything online and only with people you can trust.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC,	I can assess how this might happen (e.g. the sharing of			

I can explain rules and give	examples of how you might use technology.	I can analyse information and	I can understand the different	parental warnings) and describe their purpose.	misinformation either by accident or on purpose).
examples to keep us safe when we are using technology both in and beyond the home.	I can recognise that there may be people online who could make me feel sad, embarrassed or upset.	have ways to check its credibility.	types of social media platforms and how they are used for communication.	I can demonstrate how to make references to and acknowledge sources that have been used from the internet.	I can describe ways in which some online content targets people to gain money or information illegally and describe strategies to identify such content (e.g. scams, phishing).
					I can make positive contributions and be part of online communities.