

	Understanding technology		Programming		Digital Literacy		E-safety	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
National Curriculum	Recognise common uses of information technology beyond school		<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 		<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
Cambridgeshire Capability Statements	<i>Pupils recognise and can give examples of common uses of information technology they encounter in their daily routine.</i>	<i>Pupils recognise common uses of information technology beyond school, including those which they don't frequently encounter in their daily routine.</i>	<p>Pupils create, debug and implement instruction (simple algorithms) as programs on a range of digital devices.</p> <p>Pupils understand that digital devices follow precise and unambiguous instructions.</p> <p>Pupils understand that digital devices simulate real situations.</p>	<p>Pupils understand that algorithms are implemented as programs on digital devices.</p> <p>Pupils create and debug programs to achieve specific goals.</p> <p>Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs.</p> <p>Pupils solve real and imaginary problems on and off screen.</p>	<p>Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text.</p> <p>With appropriate levels of support, pupils collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate.</p> <p>They can present and communicate their learning to others in a variety of ways.</p> <p>With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve specific goals.</p>		<p>Pupils understand that information about themselves may be personal and they can choose who to share it with.</p> <p>With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world.</p> <p>They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world.</p> <p>Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.</p>	

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National Curriculum KS2	□ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		□ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts □ use sequence, selection, and repetition in programs; work with variables and various forms of input and output □ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		□ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. □ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		□ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Cambridgeshire Capability Statements	<p>Pupils understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this.</p> <p>Pupils develop a basic understanding of how computers can be linked to form a local network such as those found in schools.</p> <p>Pupils are aware of some of the services offered by the Internet and can describe when they are, and are not, using online technologies</p>	<p>Pupils understand the role of web browsers when viewing web pages and can explain how individual web pages can be found (e.g. by <i>clicking on a favourite link, search result or by typing in a URL</i>).</p> <p>They recognise that there is a difference between the Internet and the World Wide Web.</p> <p>Pupils recognise and describe some of the services offered by the Internet, especially those used for communication and collaboration. .</p>	<p>Pupils create programs to accomplish specific goals:</p> <ul style="list-style-type: none">- using an increasing range of digital devices and applications.- exploring and understanding the impact of changing instructions.- using sequence and repetition- decomposing problems both on and off screen using the principles of logical reasoning in order to resolve problems.	<p>Pupils create and debug programs.</p> <p>They can:</p> <ul style="list-style-type: none">- use sequence and repetition.- refine algorithms to improve efficiency- control or simulate physical systems <p>Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create and debug programs efficiently.</p>	<p>Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text.</p> <p>With appropriate levels of support, pupils collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate.</p> <p>They can present and communicate their learning to others in a variety of ways.</p> <p>With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve specific goals.</p>	<p>Pupils understand that information about themselves may be personal and they can choose who to share it with.</p> <p>With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world.</p> <p>They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world.</p> <p>Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.</p>		
	Understanding technology		Programming		Digital Literacy		E-safety	
	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
Cambridgeshire Capability Statements	<p>Pupils understand and can explain how computer networks work, and know that the Internet is a collection of computers connected together.</p> <p>Pupils know that there is a difference between the Internet and the World Wide Web and understand that the web is just one of the services offered by the Internet (as well as, e.g. email and VoIP services such as Skype)</p>	<p>Pupils begin to understand how data travels across networks in packets and how these can be broken up and reconstructed.</p> <p>They appreciate how search results are ranked, including an understanding of the role of 'relevance' and 'importance' in finding and presenting results.</p>	<p>Pupils create, deconstruct and refine programs to accomplish specific goals.</p> <p>They can:</p> <ul style="list-style-type: none">- improve efficiency- use selection within programs- use a range of simple inputs and outputs to control or simulate physical systems. <p>Pupils use logical reasoning to explain how some algorithms work and to detect and correct errors in programs. They independently employ strategies to solve problems.</p>	<p>Pupils deconstruct, improve and create programs including:</p> <ul style="list-style-type: none">- using selection and working with variables.- using the principles of logical reasoning- challenging themselves by making simple programs increasingly complex and employ a variety of strategies to solve problems. <p>Pupils can explain why they have structured algorithms as they have and describe the effect this has on a program.</p>	<p>Pupils are confident, capable and creative users of technology, selecting and making effective use of digital resources and devices for purpose and effect. They create programs, systems and digital content, thinking carefully about aesthetics, functionality and impact on the user.</p> <p>They identify, collect and analyse different types of data (e.g. Numerical, words, images, video etc.) which they manipulate and re-present as information for a variety of audiences and purposes.</p> <p>Pupils are discerning in evaluating digital content. They use search technologies effectively to respond to enquiries and support their learning.</p>	<p>Pupils continue to maintain, review and amend online identities, considering the potential impact of these on their digital footprint. They communicate in a wide variety of ways and pay careful attention to what details might be inadvertently revealed.</p> <p>They engage in an increasing range of online communities safely, respectfully and responsibly both with friends and the wider online community. With adult support, they actively consider and use safety and security settings on a range of digital devices.</p> <p>When using online resources and search technologies, pupils are increasingly discerning about what information they gather, checking the validity of data and showing due respect to privacy and copyright.</p> <p>Pupils can recognise a range of potential online risks, including inappropriate contact or content and can identify ways of seeking support and reporting concerns.</p>		