	Year 3		Year 4		Year 5		Year 6	
Autumn	Purposeful use of technology	- I can login to a network - I can remember a username and password - I can access the suite of Microsoft 365 apps - I can interact with Microsoft Teams to access learning material	Collaborative learning	- I am able to contribute to teamwork sensibly and responsibly - I can use collaborative word processing software to make suggestions or comment on someone else's work - I can understand how to create a Google Form - I understand how to use presentation software	Search engines	- I can explain what a search engine is - I recognise that what I find online is not always true - I understand the terms 'copyright' and 'fair use' - I can make parallels between book searching and internet searching	Bletchley Park	- I can explain that codes can be used for a number of different reasons and decode messages - I know how to ensure a password is secure - I can explain the influence of historical figures on the development of computer science - I can develop an idea for a computer of the future
			Further coding with Scratch	- I can recognise how to adjust my sprite in Scratch - I can add a new sprite to my stage to write a simple script - I can create a variable and use it to store information - I can make sure my quiz is engaging and exciting for the people playing it	Programming music	- I recognise that Scratch is a coding application with music elements - I can predict the effect of different code blocks - I can code a soundtrack using sound blocks, loops and nested loops - I can identify errors in a program, debug them and evaluate the effectiveness	Intro to Python	- I can use nested loops in a design and explain why I need two - I can alter a drawing using Python commands - I can use loops and explain what each part does - I can alter and modify my design
	Scratch	- I can understand and explain what a loop is - I can decompose a project - I can predict what I think different codes will do - I can use an algorithm to code a program						
Spring	Emailing	- I can send an email with an attachment. - I can recognise when an email might be fake. - I can identify what to do if I suspect an email is fake.	Website design	- I can plan the content for my web page - I can add content to a web page - I can build a web page using Sway - I can evaluate my work and others	Mars Rover	- I can understand the purpose of the Mars Rover projects - I understand how the Mars Rover communicates - I understand how the Mars Rover navigates - I understand binary numbers	Big Data 1	- I can explain why barcodes and QR codes were created - I can create a QR code - I can enter real-time data into a spreadsheet - I can explain the value of analysing real-time data
	Networks	- I understand the purpose of a router - I can explain what the internet is - I can explain the parts of a network	HTML	- I can identify that web pages are built using different programming languages, and one of them is HTML. - I can remix a web page using HTML	Micro:bit	- I can program a microbit to facilitate a simple game - I can program a microbit to animate a story board	Artificial Intelligence	- I can identify real-world uses of AI - I can identify how AI processes text and image prompts - I can generate and refine prompts to achieve the best possible response from AI

				• I can identify and remix some parts of HTML code. • I can use the inspect elements tool to explore the different components that make up a web page. • I can change the elements of a website in regard to both the text and images.		• I can use coding blocks to create a game of my choice • I can use a microbit as a pedometer		• I can identify key ethical considerations of AI
Summer	Comparison cards databases	• I can input data into a database • I know how to sort data • I can filter data by a particular value	Investigating weather	• I can recognise the importance of data in weather forecasting. • I can design a device to sense and record the weather. • I can write an algorithm for an automated machine which uses selection.	Mars Rover 2	• I can explain the 'fetch', 'decode' and 'execute' cycle and how it applies in the real world • I can explain that a pixel is the smallest part of a digital image • I can use 3D design tools	Inventing a product	• I can evaluate and adapt code for a specific purpose • I can debug programs and make them more efficient • I can use CAD to design appropriate housing for a product • I can create an appealing website to advertise my product
Throughout the year	Online safety	• I can understand that not all information on the internet is true • I can explain the terms 'belief', 'opinion' and 'fact' • I can use key phrases within a search engine to produce accurate results	Online safety	• I can make judgments about the accuracy of the information I am presented with • I can explain the difference between facts, opinions and beliefs • I can describe the benefits and the risk of using bots now and in the future • I can suggest strategies to help limit time spent on technology	Online safety	• I understand that passwords need to be strong and that apps require some sort of password • I can search for simple information about a person online • I know how to deal with bullying both in real-world and online	Online safety	• I can discuss various online issues that affect me • I can explain the importance of seeking consent before sharing media involving others • I can explain what a digital reputation is • I can describe ways to manage passwords and the importance of two-factor authentication • I can explain strategies to avoid scams