



Concept	Pre- Nursery	N1	N2	FS2	Y1	Y2
<b>Digital literacy-</b> 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.				Is aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.
<b>Digital Literacy-</b> Recognise common uses of information technology beyond school.	Is aware of buttons and switches.	Knows what buttons and switches do and what their purpose is eg: light switch turns on the light. A button turn the washing machine on.	Can talk about what technology they have at home eg: I play on my tablet. I watch Peppa pig on the TV.	Able to sort different pieces of technology that they may find at school and what they may find at home eg: A washing machine in the kitchen not in the classroom.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.
<b>Information technology</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	To be able to use push button books that make sounds that link to images in a book. Interested in remote controls and phones.	To be able to use remote controls to make toys move and begin to understand that some technology needs to be turned on and off-switches.	To begin to understand that there is lots of different types of technology all around us, lights, remotes, phones, computers, iPads etc.	To understand how to give instructions to make things move eg: bee bots to make them move to a certain location.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.
<b>Computer Science</b> Understand what algorithms are; how they are implemented as programs on digital devices; that programs execute by following precise and unambiguous instructions.		To be able to follow a 1 part instruction	To be able to follow a 2 part instruction.	To begin to follow instructions in the correct order.	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.
<b>Computer Science</b> Create and debug simple programs.				Can understand that instructions need to go in the correct order. If you mix them up then the task will not be completed correctly. Eg: making toast- you can't butter the bread and then put it into the toaster.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.
<b>Computer Science</b> Use logical reasoning to predict the behaviour of simple programs.			Explores toys that can move in different directions.	Explores games on Mini Mash that move forwards, backwards, left and left.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.

