

I can explain that passwords are used to protect information, accounts and devices.

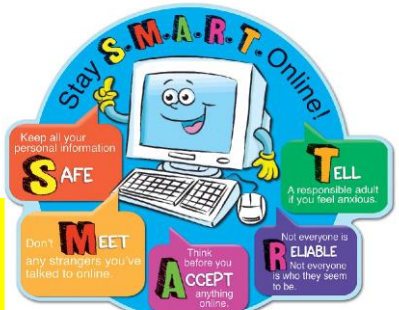
I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

If something happened that makes me feel sad, worried or uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. (RSE)

I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names)

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

I can explain why it is important to be considerate and kind to people online and to respect their choices.



**A Y1
Digital Citizen
'I can...'**

I can give examples of how to find information using digital technologies e.g. search engines, voice activated searching.

I know/understand that we can encounter a range of things online including things we like and don't like as things which are real/make believe / a joke (RSE)

I can describe how to behave online in ways that do not upset others and give examples. (RSE)

I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.

I understand that work created by others does not belong to me, even if I save a copy.

I can give examples of when I should ask permission to do something online and explain why this is important.

I can explain things one person finds funny or sad online may not always be seen in the same way by others.

I can explain why work I create using technology belongs to me.

I can use the internet with adult support to communicate with people I know well (e.g. video call app or services)

I can explain rules to keep myself safe when using technology both in and beyond the home. (RSE)

I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it')

I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name and content)

■ Computer Science (Algorithms and programming)
 ■ Creative Media
 ■ Data & Information
 ■ Digital literacy

create a simple series of commands - left, up, down and right

record their routes using correct vocabulary E.G up, down, left, right.

recognise and identify uses of IT around us.

I can save and retrieve my work.

make accurate predictions about the outcome of a program they have written

Identify and explain technology as something that helps us

identify a computer and its main parts

give an on-screen robot takes them from x to y

Understand and recognise that technology is not always needed to perform a task.

develop awareness and use of keyboard layout and use navigation skills appropriately, including keyboard and mouse skills.

put two commands together to control a programmable device

plan a simple program



recognise the different forms of digital communication (e.g., emails address, twitter handle etc.)

program using sequences of instructions to implement an algorithm

Use simple block coding

label objects

Identify and explain what happens if I change a value

marks on a screen and explain which tools I used

A Y1 Digital learner 'I can...'

describe objects in different ways

identify that objects can be counted

add and remove text on a computer

use a computer to write

use the shape tool and the line tools

count objects with the same properties

make careful choices when painting a digital picture

make careful choices when changing text

Select and edit text using the toolbar.

Compare and answer questions about groups of objects