



	Computer Science			Information Technology	Digital Literacy	
Statement	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	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.
Outcome	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.	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.	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.	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.	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.	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

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Computer Science	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	2.1 – Coding 	I can explain an algorithm is a set of instructions to complete a task. (2.1)				
		I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1)				
		I can design a simple program using 2Code that achieves a purpose. (2.1)				
		I can find and correct some errors in my program. (2.1)				
		I can say what will happen in a program. (2.1)				
		I can spot something in a program that has an action or effect (does something). (2.1)				

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Information Technology	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	2.3-Spreadsheet 	I can organise data – for example, using a database such as 2Investigate. (2.3, 2.4)				
	2.4-Questioning 	I can find data using specific searches – for example, using 2Investigate. (2.4, 2.5)				
	2.5-Effective Searching 	I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. (2.4, 2.8)				
	2.6-Creating Pictures 	I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units)				
	2.7-Making Music 	I can name, save and find my work. (2.3, 2.4, 2.6, 2.7, 2.8 & most units)				
	2.8-Presenting Ideas 	I can include photos, text and sound in my creations. (2.8, 2.6)				

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Digital Literacy	Unit Theme	'I can'	Aut	Spr	Sum	Teacher Comments
	2.1-Coding 	I can find information I need using a search engine. (2.5)				
		I know the consequences of not searching online safely. (2.2, 2.5)				
	2.2-Online Safety 	I can share work and communicate electronically – for example using 2Email or the display boards. (2.2 and others)				
		I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2)				
	2.5-Effective Searching 	I can see where technology is used at school such as in the office or canteen. (2.2)				
		I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips. (2.1)				