

Subject	End of EYFS	End of Key Stage 1 end points	End of Key Stage 2 end points
Computing	• Use a mouse to make the cursor move around the computer screen where I want it to go. • Type using a keyboard. • Select colours when painting on the computer. • Take photos or videos using a digital device. • Talk about what technology is used in the world around me.	Computer Science • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Computer Programming • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs Information Technology • 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.	Computer Science • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Computer Programming • 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 • 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 Information Technology • 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;

			identify a range of ways to report concerns about content and contact.
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