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| Unit | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| Unit 1 |  |  | I can produce a simple algorithm that solves a problem. | I can produce an algorithm that solves a problem. | I can compare two algorithms that perform the same task and understand why one algorithm is more efficient than another algorithm. |
|  |  |  | I understand the term algorithm.  I understand the term decompose.  I understand the term abstraction.  I understand the term pattern recognition. | I can apply the term algorithm.  I can apply the term decompose.  I can apply the term decompose.  I can apply the term pattern recognition. |  |
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| Unit 2 |  |  | I can create a simple program that solves a problem using a visual programming language. | I can create a program that solves a problem using a visual programming language. |  |
|  |  |  | I can create a simple program that uses sequences. | I can create a program that uses sequences. |  |
|  |  |  | I can create a simple program that uses selection. | I can create a program that uses selection. |  |
|  |  |  | I can create a simple program that uses iteration. | I can create a program that uses iteration. |  |
|  |  |  | I can look for and correct errors in a simple program. | I can look for and correct syntax errors in a program. |  |
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|  |  |  | I understand the difference between binary and decimal numbers. | I can convert numbers (up to 256) from decimal to binary and from binary to decimal. |  |
| Unit 3 |  |  | I can identify the main hardware components (CPU, RAM, HDD, PSU and Motherboard) and software components (operating system, application software) that make up a computer system. | I can explain the role the main hardware components (CPU, RAM, HDD, PSU and Motherboard) and software components (operating System, application software) that make up a computer system. |  |
|  |  |  | I understand that devices such as smart phones and tablets are computer systems. | I understand the role of input, output and storage devices. |  |
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| Unit 4 |  |  | I know how to protect my online identity and privacy.  I know what to do if I come across inappropriate content online.  I know what to do if an inappropriate person tries to contact me online.  I know how to behave responsibly online.  I know how to report my concerns. | I know how to protect my online identity and privacy and understand the consequences of not acting.  I know what to do if I come across inappropriate content online and understand the consequences of not acting.  I know what to do if an inappropriate person tries to contact me online and understand the consequences of not acting.  I know how to behave responsibly online and understand the consequences of not acting.  I know how to report my concerns and understand the consequences of not acting. | I am able to teach others about how to use technology safely.  I am able to teach others about how to use technology respectfully.  I am able to teach others about how to use technology responsibly.  I am able to teach others about how to use technology securely. |
|  |  |  |  | I can produce digital artefacts that are trustworthy, by finding the information used from two separate sources. | I can produce digital artefacts that are trustworthy, by verifying the information using a number of sources. |
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| Unit 5 |  |  | I can create a simple digital product using an appropriate software application. | I can create a digital product using more than one application that I have selected myself. The digital product is fit for purpose and meets the needs of a given audience. | I can create a complex digital product using a number of applications that I have selected myself. The digital product is completely fit for purpose and fully meets the needs of a given audience. |