



Benchmarks Overview: Early Level



Digital Literacy	Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts TCH 0-01a	<ul style="list-style-type: none"> Recognises different types of digital technology Identifies the key components of different types of digital technology Logs on to a preferred device with a given password Identifies icons for different applications Opens and closes a pre-saved file Identifies and consistently uses the close icon Uses digital technologies in a responsible way and with appropriate care
	Searching, processing and managing information responsibly	I can use digital technologies to explore how to search and find information. TCH 0-02a	<ul style="list-style-type: none"> Identifies and uses images and key words when searching for specific information Demonstrates an understanding of how information can be found on websites as text, audio, images and video Demonstrates an understanding of how they should not use materials owned by others without permission
	Cyber resilience and internet safety	I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a	<ul style="list-style-type: none"> Demonstrates an understanding of appropriate behaviour and language in the digital environment Demonstrates an understanding of the importance of passwords and passcodes for example access to a school building
Computing Science	Understanding the world through computational thinking	I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information. TCH 0-13a	<ul style="list-style-type: none"> Identifies and sequences the main steps in an everyday task to create instructions/an algorithm for example, washing hands Classifies objects and groups them into simple categories for example, groups toy bricks according to colour Identifies patterns, similarities and differences in objects or information such as colour, size and temperature and simple relationships between them
	Understanding and analysing computing technology	I understand that sequences of instructions are used to control computing technology. TCH 0-14a	<ul style="list-style-type: none"> Demonstrates an understanding of how symbols can represent process and information Predicts what a device or person will do when presented with a sequence of instructions for example, arrows drawn on paper Identifies computing devices in the world (including those hidden in appliances and objects such as automatic doors)
		I can experiment with and identify uses of a range of computing technology in the world around me. TCH 0-14b	
Designing, building and testing computing solutions	I can develop a sequence of instructions and run them using programmable devices or equivalent. TCH 0-15a	<ul style="list-style-type: none"> Designs a simple sequence of instructions/algorithm for programmable device to carry out a task for example, directional instructions: forwards/backwards Identifies and corrects errors in a set of instructions 	



Early Level Tracker



Digital Literacy	Using digital products and services in a variety of contexts to achieve a purposeful outcome	Recognises different types of digital technology	Uses digital technologies in a responsible way with appropriate care	Identifies different applications and programs by icon	Logs on to devices with a password/ passcode	Opens and closes a pre-saved file	Identifies and consistently uses the close icon
	Searching, processing and managing information responsibly	Identifies and uses images and key words when searching for specific information		Demonstrates an understanding of how information can be found on a website (text, audio, images, video)		Understands they should not use materials that belong to others without permission	
	Cyber resilience and internet safety	Demonstrates understanding of appropriate behaviour and language in the digital environment	Some awareness of what to do and who to ask for help if something inappropriate happens while using a device		Identifies where passwords and passcodes are used in school and at home		Understands the importance of having passwords and passcodes
Computing Science	Understanding the world through computational thinking	Classifies objects, and groups using simple categories	Identifies similarities and differences between objects	Begins to identify patterns (objects and information)		Identifies beginning and end of an everyday process and recognises there are steps in between	Can give a set of instructions or directions in correct sequence
	Understanding and analysing computing technology	Understands that computers follow a process and need precise instructions	Follows a simple set of instructions using visual representation (e.g. arrows)	Understands that devices can be controlled and respond to commands	Predicts what a device (or person) will do when given a simple set of instructions	Follows and designs simple algorithms for a programmable device (or person) to carry out a task (e.g. directions to a goal)	Identifies computing devices and everyday technology in the world around them and the impact it has on their daily life
	Designing, building and testing computing solutions	Uses directional language (e.g. forwards, backwards, turn)		Identifies and corrects errors in a simple set of instructions or algorithm			Uses key language of computational thinking