Computing Progression Map

Subject Discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science							
Programmes of Study	Pupils should be taught to: complete a simple program on a computer.	Pupils should be taught to: 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.		Pupils should be taught to: 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, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select.			
Knowledge	Control a simple program on a computer.	To begin to understand what algorithms are. To begin to understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To begin creating and debugging simple programs. To start using logical reasoning to predict the behaviour of simple programs.	To be secure with understanding what algorithms are. To be secure in their understanding of how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. To be secure in creating and debugging simple programs. To be secure in using logical reasoning to predict	To begin to solve problems by decomposing them into smaller parts. To begin to use sequence, selection and repetition in programs; work with variables. To begin working with various forms of input and output. To begin to use logical reasoning to explain how some simple algorithms work. To begin using logical reasoning to detect and correct	To begin to design, write and debug programs that accomplish specific goals. To begin controlling or simulating physical systems. To begin to solve problems by decomposing them into smaller parts. To begin using sequence, selection and repetition in programs; work with variables. To begin working with various forms of input and output.	To begin to be secure in designing, writing and debugging programs that accomplish specific goals. To begin to be secure in controlling or simulating physical systems. To begin to be secure with solving problems by decomposing them into smaller parts. To begin to be secure using sequence, selection and repetition in programs; work with variables.	To be secure in designing, writing and debugging programs that accomplish specific goals. To be secure with controlling or simulating physical systems. To be secure in solving problems by decomposing them into smaller parts. To be secure in using sequence, selection and repetition in programs; work with variables.

				the behaviour of simple programs.	errors in algorithms and programs.	To begin to use logical reasoning to explain how some simple algorithms work. To begin to use logical reasoning to detect and correct errors in algorithms and programs.	To begin to be secure with various forms of input and output. To begin to be secure using logical reasoning to explain how some simple algorithms work. To begin to be secure with logical reasoning to detect and correct errors in algorithms and programs.	To be secure in working with various forms of input and output. To be secure with using logical reasoning to explain how some simple algorithms work. To be secure in using logical reasoning to detect and correct errors in algorithms and programs.
Skills	-I can program a toy (Bee-Bot) using simple instructions -I understand that I control the programmable toy -I can use a suitably aged program on a computer effectively	-I understand that a programmable toy can be controlled by inputting a sequence of instructions. -I can develop and record sequences of instructions as an algorithm. -I can program a toy to follow an algorithm -I can debug my programs -I can predict how a program will work -I can break down a process into simple, clear steps, as in an algorithm	-I have a clear understanding of algorithms as sequences of instructions -I can convert simple algorithms to programs -I can predict what a simple program will do -I can spot and fix debugs in my programs -I can describe what happens in computer games -I can use logical reasoning to make predictions -I can test my predictions	-I can create an algorithm for an animated scene in the form of a storyboard -I can write a program in Scratch to create the animation -I can correct mistakes in animation programs -I can develop a number of strategies for finding errors in programs -I have an increasing knowledge of Scratch -I can recognise a number of common	-I can develop an educational game using selection and repetition -I understand and can use variables -I am beginning to debug computer programs -I can design and make an on-screen prototype of a computer-controlled toy -I understand different forms of input and output -I can design, write and debug the control and monitoring program for my toy	-I can create original artwork and sound for a game -I can design and create a computer program for a computer game, which uses sequence, selection, repetition and variables -I can detect and correct errors in my computer game -I can use iterative development techniques (making and testing a series of small changes) to improve my game -I am familiar with semaphore and morse code	-I can learn some of the syntax of a text-based programming language -I can use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list -I can plan a text-based adventure with multiple 'rooms' and user interaction -I can thoroughly debug the program -I am developing the ability to reason logically about algorithms

				types of bugs in software	-I can use HTML tags for elementary mark up -I can use hyperlinks to connect ideas and sources -I can code up a simple web page with useful content		-I understand how key algorithms can be expressed as programs -I understand that some algorithms are more efficient than others for the same problem -I understand common algorithms for sorting and searching
Vocabulary	Click, On/Off, Up, Down, Space, Left, Right, Clear	Instructions, Input, Sequence Plus vocabulary learnt in prior years.	Scratch, Test, Predict, Algorithm, Robot, Debug, Program Plus vocabulary learnt in prior years.	Animation, Software. Code Plus vocabulary learnt in prior years.	HTML, HTTP, Hyperlink, URL, tag, input, output, simulation, interactive, prototype Plus vocabulary learnt in prior years.	Binary Code, Cipher, Decrypt, Encrypt, Morse Code, Semaphore Plus vocabulary learnt in prior years.	Python, Variable, Procedure, Syntax, Flowchart, Pseudocode, Linear Search, Random Search, Binary Search, Quicksort, Selection Sort Plus vocabulary learnt in prior years.

Subject Discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Information Technology			
Computing Programme of Study	Pupils should be taught to: use ICT hardware to interact with age-appropriate computer software.	Pupils should be taught to: use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology beyond school.		Pupils should be taught to: 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.			

Knowledge	Uses ICT hardware to interact with age=appropriate computer software.	To begin to use technology purposefully to organise, store and retrieve digital content. To begin to recognise common uses of information technology beyond school. To begin using technology purposefully to create and manipulate digital content.	To become secure using technology purposefully to organise, store and retrieve digital content. To become secure with recognising common uses of information technology beyond school. To be secure in using technology purposefully to create and manipulate digital content.	To begin to select, use and combine a variety of software (including internet services) on a range of digital devices. To begin to design and create a range of programs, systems and content that accomplish given goals. To begin collecting, analysing, evaluating and presenting data and information.	Select, use and combine a variety of software (including internet services) on a range of digital devices. Design and create a range of programs, systems and content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information.	To begin to be secure with selecting, using and combining a variety of software (including internet services) on a range of digital devices. To begin to be secure in designing and creating a range of programs, systems and content that accomplish given goals. To begin to be secure in collecting, analysing, evaluating and presenting data and information.	To be secure with selecting, using and combining a variety of software (including internet services) on a range of digital devices. To be secure with designing and creating a range of programs, systems and content that accomplish given goals. To be secure with collecting, analysing, evaluating and presenting data and information.
Skills	-I know how to turn the computer on/off -I can use the mouse effectively to achieve a desired outcome -I am beginning to use the keyboard effectively -I can use age-appropriate software correctly.	-I can use different features of a video camera -I can select and use appropriate tools -I can use simple sound recording equipment	-I can use a digital camera or camera app -I can edit and enhance photographs -I can record information on a digital map -I can collect data using tick charts or tally charts -I can use simple charting software to produce pictograms and other basic charts	-I am gaining skills in shooting live video, holding the camera steady and reviewing -I can edit videos, add narration and set in/out points -I can search for and evaluate online images	-I can use computer-based data logging to automate the recording of some weather data -I can analyse data, explore inconsistencies and make predictions -I can use one or more programs to edit music -I can create and develop a musical composition, refining ideas	-I am developing my research skills to decide which information is appropriate -I understand some elements of how search engines select and rank results -I am developing a familiarity of a simple CAD (computer aided design) tool -I understand the work of architects	-I appreciate that computer networks transmit and receive information digitally -I understand the basic hardware needed for computer networks to work -I understand key features of internet communication protocols -I can shoot suitable original footage and source

					Year 4	Year 5	Year 6
					through reflection and discussion -I can research for a purpose	and engineers working in 3D -I can explore and experiment with 3D virtual environments, developing my spatial awareness	additional content, acknowledging intellectual property rights -I understand how domain names are converted to numerical IP addresses
Vocabulary	Mouse, Keyboard, Monitor, Printer, Cursor	Plus vocabulary learnt in prior years.	Pixel, Picasa, Portfolio, Chart, Classification Key, Data, Database Plus vocabulary learnt in prior years.	Internet, The Web, Plus vocabulary learnt in prior years.	Data-logging, spreadsheet, sample, software, copyright, Plus vocabulary learnt in prior years.	Geometric, Landscape, op art, Symmetry, Tessellations, Screencast, Navigation Plus vocabulary learnt in prior years.	Command Prompt, IP address, Packet of Data, Webserver, Domain Name Service (DNS) Plus vocabulary learnt in prior years.

Subject Discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy including E-Safety							
Computing Programme of Study	I can use technology safely, respectfully and responsibly. I can recognise acceptable and unacceptable behaviour when using technology.	Pupils should be taught to: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Pupils should be taught to: 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.		Pupils should be taught to: 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. Pupils should be taught to: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			

	I know different ways that I can report concerns						
Knowledge	I know how to safely use an iPad/Computer I know to ask an adult before going on the internet I know how to tell an adult if I feel uncomfortable by something I see	To begin to use technology purposefully to organise, store and retrieve digital content. To begin to use technology safely and respectfully. To begin to keep personal information private. To begin to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	To become secure in using technology purposefully to organise, store and retrieve digital content. To become secure in using technology safely and respectfully. To become secure in keeping personal information private. To become secure in identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	To begin to understand computer networks including the internet. To begin to understand how networks can provide multiple services, such as the world wide web. To begin to understand the opportunities networks offer for communication and collaboration. To begin using search technologies effectively. To begin to appreciate how search results are selected and ranked. To begin to use technology safely, respectfully and responsibly. To begin to recognise	To develop a deeper understanding of computer networks including the internet. To develop a deeper understanding of how networks can provide multiple services, such as the world wide web. To develop a deeper understanding of the opportunities networks offer for communication and collaboration. To use search technologies more effectively. To develop a deeper appreciation of how search results are selected and ranked. To continue to use technology safely, respectfully and responsibly. To recognise acceptable/unacceptable behaviour.	To begin to be secure in understanding computer networks including the internet. To begin to be secure in understanding how networks can provide multiple services, such as the world wide web. To begin to be secure in understanding the opportunities networks offer for communication and collaboration. To begin to be secure in using search technologies effectively. To begin to be secure in appreciating how search results are selected and ranked. To begin to be secure in using technology safely,	To be secure in understanding computer networks including the internet. To be secure in understanding how networks can provide multiple services, such as the world wide web. To be secure in understanding the opportunities networks offer for communication and collaboration. To be secure in using search technologies effectively. To be secure in appreciating how search results are selected and ranked. To be secure in using technology safely, respectfully and responsibly. To be secure in recognising

				acceptable/unaccep table behaviour. To begin to know a range of ways to report concerns and inappropriate behaviour. To begin to be discerning in evaluating digital content.	To know a range of ways to report concerns and inappropriate behaviour. To be more discerning in evaluating digital content.	respectfully and responsibly. To begin to be secure in recognising acceptable/unaccep table behaviour. To begin to be secure in knowing a range of ways to report concerns and inappropriate behaviour. To begin to be secure in discerning in evaluating digital content.	acceptable/unaccep table behaviour. To be secure in knowing a range of ways to report concerns and inappropriate behaviour. To be confident in being able to be discerning in evaluating digital content.
Skills	-I can follow rules to safely use an iPad -I am developing my basic keyboard skills -I am developing basic mouse skills -I know to tell a trusted adult if something upsets me	-I am developing my basic keyboard skills -I am developing basic mouse skills -I can combine text and images -I can save and store my work -I can store and retrieve files E-Safety -I can use the web safely to find and use pictures -I know what to do if I encounter pictures that cause concern	-I can edit and format text in emails -I can create and deliver a short multimedia presentation E-Safety -I am aware of how to use games safely and in balance with other activities -I am aware of online safety issues when using email -I can use appropriate language in emails -I can search for information safely	-I can use search engines to learn about a new topic -I can plan, design and deliver an interesting and engaging presentation -I can create my own original images -I can create a video slidecast of a narrated presentation E-Safety -I have a developing understanding of how the internet, web and search engines work	-I can write for a target audience using a wiki tool -I can use presentation software and video -I can use spreadsheets to create charts E-Safety -I understand some of the risks in using the web -I am becoming familiar with Wikipedia, including potential problems associated with its use -I am aware of the responsibilities	-I am becoming familiar with blogs as a medium and a genre of writing -I can create a sequence of blog posts on a theme -I can incorporate additional media and comment on the posts of others -I am developing an understanding of turtle graphics -I can experiment with tools available, refining and evaluating as I do -I have an awareness of computer-generate	-I can manage or contribute to large collaborative projects, facilitate using online tools -I can write and review content -I can design and produce a high-quality print document -I can showcase shared media content through a mapping layer -I can storyboard an effective advert for a cause E-Safety

				-I have a developing understanding of how email works -I am gaining skills in using emails	when editing other people's work	d art, in particular fractal-based landscapes E-Safety -I understand the need for private information to be encrypted -I can encrypt and decrypt messages in simple ciphers -I appreciate the need to use complex passwords and to keep them secure -I have some understanding of how encryption works on the web -I have some understanding of how encryption works on the web -I decide what information is appropriate when researching -I understand how search engines select and rank results -I am continuing to develop my understanding of online safety and responsible uses of technology	-I can research a location online using a range of resources appropriately -I understand the safe use of mobile technology, including GPS -I can source digital media while demonstrating safe, respectful and responsible use
Vocabulary	iPad, computer, app, camera, computer, technology,	Text, image, save, find E-Safety	Address, Attachment, Email, Fact File, Evidence,	Slidecast, presentation, Security, Email	Spreadsheets, Wikipedia, Wikipedia's Five	Blog, Blogroll, Copyright,	Desktop Publishing (DTP), Typeface, Yearbook, Footage,

keyboard, button, printer Internet, share, information		Header, Presentation Google, Search Engine, Research, Password Plus vocabulary learnt in prior years.	Plus vocabulary learnt in prior years.	Pillars, Reliable, Wiki Plus vocabulary learnt in prior years.	Hyperlinks, Podcast. Dashboard Bias, Page Rank, Revision History, Plus vocabulary learnt in prior years.	Final Cut, Creative Commons, Advert, Rough Cut Geotagging, GPS, Tracklog, Smartphone, Metadata Plus vocabulary learnt in prior years.

E-Safety Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Digital Literacy: E Safety	**Digital Literacy: E Safety** To know how to safely use an iPad- rules established. To know to tell an adult if you feel unsure or uncomfortable about what you are seeing. National Online Safety: E Safety https://nationalonlinesafety.com/hub/view/lesson-plan/lesson-plans	**Digital Literacy: E Safety** Use technology safely and respectfully Rules to use technology responsibly - ncce.io/csn1-6-p Project Evolve - https://projectevolve.co.uk/toolkit/years/year-one/ National Online Safety: E Safety	**Digital Literacy: E Safety** Keep personal information private when using technology Knows who to contact for help if they are unsure about online content or contact Project Evolve - https://projectevolve.co.uk/toolkit/years/year-two/	**Digital Literacy: E Safety** Recognise acceptable online content Project Evolve - https://projectevolve.co.uk/toolkit/years/year-three/ National Online Safety: E Safety https://nationalonlinesafety.com/hub/view/lesson-plan/lesson-plans	**Digital Literacy: E Safety** Recognise acceptable online behaviour Project Evolve – https://projectevolve.co.uk/toolkit/years/4/ National Online Safety: E Safety https://nationalonlinesafety.com/hub/view/lesson-plan/lesson-plans-for-year-4-age-8-9-2022-23	**Digital Literacy: E Safety** Understand the importance of using technology respectfully and responsibly Project Evolve - https://projectevolve.co.uk/toolkit/years/5/ National Online Safety: E Safety https://nationalonlinesafety.com/hub/view/lesson-plan/lesson-plans	**Digital Literacy: E Safety** Identify a range of ways to report concerns about content and contact Project Evolve - https://projectevolve.co.uk/toolkit/years/6/ National Online Safety: E Safety https://nationalonlinesafety.com/hub/view/lesson-plan/lesson-plans

			National Online Safety: E Safety 				
Self-Image and Identity	Self-Image and Identity I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset	Self-Image and Identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	Self-Image and Identity I can explain how other people may look and act differently online and offline. .I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	Self-Image and Identity I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	Self-Image and Identity I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can	Self-Image and Identity I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	Self-Image and Identity I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I

					suggest reasons why they might do this.		know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.
Online Relationships	<u>Online Relationships</u> I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know	<u>Online Relationships</u> I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and	<u>Online Relationships</u> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online.	<u>Online Relationships</u> I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone	<u>Online Relationships</u> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	<u>Online Relationships</u> I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways	<u>Online Relationships</u> I can explain how sharing something online may have an impact either positively or negatively I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.

		to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
Online Reputation	Online Reputation I can identify ways that I can	Online Reputation I can recognise that information	Online Reputation I can explain how information put	Online Reputation I can explain how to search for	Online Reputation I can describe how to find out	Online Reputation I can search for information	Online Reputation I can explain the ways in which

	put information on the internet.	can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.	information about others by searching online I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect	anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
Online Bullying	Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel	Online Bullying I can describe how to behave online in ways that do not upset others and can give examples.	Online Bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who	Online Bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how	Online Bullying I can recognise when someone is upset, hurt or angry online I can describe ways people can be bullied through a range of media (e.g.	Online Bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	Online Bullying I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.

			experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help.	bullying behaviour could appear online and how someone can get support.	image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which	I can explain how someone would report online bullying in different contexts.

						can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	
Managing Online Information	<u>Managing Online Information</u> I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	<u>Managing Online Information</u> I can give simple 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 well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us	<u>Managing Online Information</u> I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	<u>Managing Online Information</u> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things I can explain the difference between a 'belief', an 'opinion' and a	<u>Managing Online Information</u> I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media,	<u>Managing Online Information</u> I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make	<u>Managing Online Information</u> I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of

			feel sad, uncomfortable, worried or frightened.	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' I can explain why some information I find online may not be real or true.	'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads I can describe ways of identifying when online content has been	those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these

| | | | | | | commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).

I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.

I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

I can explain what is meant by a 'hoax'. I can explain why | strategies are important.

 can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.

I can describe the difference between online misinformation and dis-information

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). |
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						someone would need to think carefully before they share.	I can identify, flag and report inappropriate content.
Health and Wellbeing	<u>Health, Well-being and Lifestyle</u> I can identify rules that help keep us safe and healthy in and beyond the home when using technology I can give some simple examples of these rules	<u>Health, Well-being and Lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home.	<u>Health, Well-being and Lifestyle</u> I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment I can say how those rules / guides can help anyone accessing online technologies	<u>Health, Well-being and Lifestyle</u> I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to	<u>Health, Well-being and Lifestyle</u> I can explain how using technology can be a distraction from other things, in both a positive and negative way. can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	<u>Health, Well-being and Lifestyle</u> I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance	<u>Health, Well-being and Lifestyle</u> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

				watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).			this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
Privacy	Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to	Privacy and Security I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to	Privacy and Security I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and	Privacy and Security I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with	Privacy and Security I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is	Privacy and Security I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g.	Privacy and Security I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a

	share this information with; I can explain why they are trusted.	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.	'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions)	people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.	friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).

							I know that online services have terms and conditions that govern their use.
Copyright and Ownership	<u>Copyright and Ownership</u> I know that work I create belongs to me. I can name my work so that others know it belongs to me.	<u>Copyright and Ownership</u> I can explain why work I create using technology belongs to me 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 or name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me	<u>Copyright and Ownership</u> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them	<u>Copyright and Ownership</u> I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	<u>Copyright and Ownership</u> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images	<u>Copyright and Ownership</u> I can assess and justify when it is acceptable to use the work of others I can give examples of content that is permitted to be reused and know how this content can be found online.	<u>Copyright and Ownership</u> I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.

		even if I save a copy					