



# Computing

## Computing Progression

### Knowledge/ Skills

	Nursery	Reception	Year 1	Year 2
<b>Computer Science</b>				
<b>Algorithms and Programming</b>		<p>Know that an algorithm is a set of instruction that can solve a problem.</p> <p>Create a simple algorithm for a Beebot/Blue-Bots or remote control toy.</p>	<p>Tell you what an algorithm is.</p> <p>Plan a simple algorithm.</p> <p>Give and follow commands, which include straight / turning commands – one at a time.</p> <p>Break an algorithm down into smaller parts (decomposing / chunking).</p> <p>Predict if a simple algorithm will work.</p>	<p>Tell you what a program is.</p> <p>Tell you what an event is.</p> <p>I know programs need an event to begin.</p> <p>Give and follow instructions, which include direction and turning command – several in order.</p> <p>I know that computers need precise instructions.</p> <p>Plan use logical reasoning to predict outcomes.</p> <p>Create a program that contains several commands for a device or software programme.</p> <p>Use different events to start my programs –</p>

				timing / on click / on button press.
<b>Data</b>			<p>Create a pictogram by entering data into a simple graphing package (2graph).</p> <p>Use a pictogram to answer simple questions (2graph).</p>	<p>Plan a simple y/n tree diagram to sort information e.g. Branching database - 2question.</p> <p>Create and search a branching database.</p> <p>Use a database to answer simple questions.</p> <p>Search a database to find information.</p> <p>Use ICT to support handling data – creating simple graphs, bar charts and pie charts.</p>
<b>Systems</b>	Explore on screen activities – by clicking (cause and effect).	Explore on screen activities – by clicking (cause and effect).	Debug a simple algorithm that is causing an unexpected outcome.	Debug a program independently that has caused an unexpected outcome.
<b>Information Technology</b>				
<b>Digital Artefacts</b>	<p>Name items we control in the everyday environment.</p> <p>Use every day technology</p>	<p>Name items we control in the everyday environment.</p> <p>Use every day technology</p>	<p>Identify the icons for applications on the desktop and launch accordingly.</p>	<p>Add a page border.</p> <p>Insert a basic table.</p> <p>Know which page orientation would best</p>

			<p>Know what a browser is and how to open one.</p> <p>Input text and images using a simple publishing programs.</p> <p>Type a simple sentences on the screen, making use of a word bank.</p> <p>Format my typing in a number of ways (size, colour, font).</p> <p>Know he main keys for typing e.g. Shift, space bar, full stop.</p> <p>Type simple sentences using the correct format ( capital letters, space and full stop).</p> <p>Make text bold/ italics / text alignment etc...</p> <p>Use the digital camera independently.</p> <p>Create a pictogram by entering data into a simple graphing package (2graph).</p> <p>Use a pictogram to answer simple questions (2graph).</p>	<p>suit my work. E.g. Portrait to landscape.</p> <p>Transfer these skills into Power point.</p> <p>Arrange clips to make a short film that conveys meaning.</p> <p>Add simple titles and credits.</p> <p>Plan a simple y/n tree diagram to sort information e.g. Branching database - 2question.</p> <p>Create and search a branching database.</p> <p>Use a database to answer simple questions.</p> <p>Search a database to find information.</p> <p>Use ICT to support handling data – creating simple graphs, bar charts and pie charts.</p>
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			Explore sounds in a music programme or sound app.	
<b>Computing Contexts</b>		<p>Recognise some ways in which the internet can be used to communicate.</p> <p>Give examples of how I (might) use technology to communicate with people I know.</p>	Log on and off the school network using my individual username and password.	<p>Log on and off the school network using my individual username and password and save my work to Purplemash or the school network.</p> <p>Explain the difference between my school network and my home computer set up.</p> <p>Know there is a difference between physical, wireless and mobile networks.</p> <p>Explain simple guidance for using technology in different environments and settings, e.g. Accessing online technologies in public places and the home environment.</p>
<b>Digital Literacy</b>				

<p><b>Mechanics</b></p>	<p>I know that work I create belongs to me.</p>	<p>Name the main parts of a computer and know what they are used for e.g. mouse, monitor, printer, keyboard, usb.</p> <p>Shut down a computer appropriately.</p> <p>I know that work I create belongs to me.</p> <p>Name my work so that others know it belongs to me.</p>	<p>Input text and images using a simple publishing programs.</p> <p>Type a simple sentences on the screen, making use of a word bank.</p> <p>Format my typing in a number of ways (size, colour, font).</p> <p>Know the main keys for typing e.g. Shift, space bar, full stop.</p> <p>Type simple sentences using the correct format (capital letters, space and full stop).</p> <p>Make text bold/ italics / text alignment etc...</p> <p>Know simple keyboard shortcuts ctrl + b, i, u to edit text style.</p> <p>Move to different places in the text using the arrow keys or mouse.</p> <p>Use the 'undo' icon to fix a mistake.</p> <p>Explain how passwords can be used to protect information and devices.</p>	<p>Use spell checker to check my work.</p> <p>Use the return/enter key to insert relevant line breaks.</p> <p>Save an image from the internet rather than using copy &amp; paste.</p> <p>Explain what digital communication is.</p> <p>Use a range of ICT devices to create a sequence of sounds.</p> <p>Use a digital video camera to capture film and images.</p> <p>Explain how passwords can be used to protect information, accounts and devices.</p>
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			<p>Explain why work I create using technology belongs to me.</p> <p>Save my work (Purplemash) so that others know it belongs to me (e.g. Filename, name on content).</p> <p>Say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> <p>Understand that work created by others does not belong to me even if I save a copy.</p>	
<p><b>Searching, Selecting Information</b></p>		<p>Talk about how to use the internet as a way of finding information online.</p> <p>Identify devices I could use to access information on the internet.</p> <p>Talk about my digital footprint.</p>	<p>Give simple examples of how to find information (e.g. Search engine, browsers, voice activated searching).</p> <p>Use the internet with adult support to communicate with people I know.</p>	<p>Use simple keywords in search engines.</p> <p>Demonstrate how to navigate a simple webpage to get to information I need (e.g. Home, forward, back buttons; links, tabs and sections).</p> <p>Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>Explain what voice activated searching is</p>

				<p>and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>Explain why some information I find online may not be real or true.</p>
<b>E-Safety</b>	<p>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.</p> <p>Identify some simple examples of my personal information (e.g. Name, address, birthday, age, location).</p> <p>Describe who would be trustworthy to share this information with; explain why they are trusted.</p>	<p>Identify some simple examples of my personal information (e.g. Name, address, birthday, age, location).</p> <p>Describe who would be trustworthy to share this information with; explain why they are trusted.</p> <p>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.</p> <p>Identify ways that put information on the internet.</p> <p>Describe ways that some people can be unkind online.</p>	<p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. (Butterfly feeling).</p> <p>Talk about my digital footprint.</p> <p>Recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened give examples of when and how to speak to an adult trust. (Butterfly feeling).</p> <p>Know / understand that we can encounter a range of things online including things we like and don't</p>	<p>Talk about my digital footprint and explain how other people may look and act differently online and offline.</p> <p>Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; give examples of how i might get help. (Butterfly feeling).</p> <p>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</p>



		<p>Offer examples of how this can make others feel.</p> <p>Identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>Give some simple examples of these rules.</p>	<p>like as well as things which are real or make believe / a joke.</p> <p>Give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>Explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>Describe how to behave online in ways that do not upset others and can give examples.</p> <p>Recognise that information can stay online and could be copied.</p> <p>Recognise that information can stay online and could be copied.</p> <p>Describe what information I should not put online</p>	<p>another school / country).</p> <p>Explain why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>Explain who I should ask before sharing things about myself or others online.</p> <p>Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>Explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>Identify who can help me if something happens online without my consent.</p> <p>Explain how it may make others feel if I do not ask their permission</p>
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			<p>without asking a trusted adult first.</p> <p>Recognise more detailed examples of information that is personal to someone (e.g. Where I live, my family's names, where I go to school).</p> <p>Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>or ignore their answers before sharing something about them online.</p> <p>Describe and explain some rules for keeping personal information private (e.g. Creating and protecting passwords).</p> <p>Say how those rules / guides can help anyone accessing online technologies.</p> <p>Explain how information put online about me can last for a long time.</p> <p>Describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p>Explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>Explain how some people may have devices in their homes connected to the internet</p>
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				<p>and give examples (e.g. Lights, fridges, toys, televisions).</p> <p>Explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Give examples of bullying behaviour and how it could look online.</p> <p>Explain why anyone who experiences bullying is not to blame.</p> <p>Talk about how anyone experiencing bullying can get help.</p> <p>Recognise that content on the internet may belong to other people.</p> <p>Describe why other people's work belongs to them</p>
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	Year 3	Year 4	Year 5	Year 6
<b>Computer Science</b>				
<b>Algorithms and Programming</b>	<p>Know that a sequence is a list of instructions in a particular order.</p> <p>Sequence a simple program on logo to produce a line drawing of a 2d shape.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Detect and debug errors in my sequence.</p> <p>Know that if I change the sequence I may change the outcome of the program.</p> <p>Use and edit a pre-written program to achieve a specific outcome.</p> <p>Use logical reasoning to explain what will happen next.</p> <p>Predict how a change in a sequence may impact on the outcome of a program.</p>	<p>Know what a repeat is.</p> <p>Know that a repeat is used to repeat a set of instructions.</p> <p>Use repeats in programs confidently.</p> <p>Independently select repeat and sequence code to make my own program.</p> <p>Transfer my coding skills between software.</p> <p>Detect and debug errors in algorithms and programs</p> <p>Explain why it is important to use the repeat function in a particular place in my sequence.</p>	<p>Tell you what a conditional / selection is.</p> <p>Plan algorithm and the write a program using the following: commands, sequence, repetition and selection / condition ('if...then').</p> <p>Use selection to create games in which the user must make a choice.</p> <p>Use my skills and understanding of conditional / selection in more than 2 programs.</p>	<p>Explain what a variable is.</p> <p>Confidently use events, repeats, selection and variables.</p> <p>Use a variable in a variety of programming software.</p> <p>I confidently use the blocky programming language.</p> <p>Confidently decompose a problem and methodically create a program to solve it, testing and adapting as I go.</p> <p>Evaluate the effectiveness of my programming and suggest improvements.</p>

<b>Data</b>	<p>Search and use a branching database to identify objects and use data to populate graphs.</p>	<p>Question data to answer "what if...?" questions</p> <p>Interpret graphs of data collected from sensors</p> <p>Decide on the most appropriate form of a graph for a data set and give reasons for my choice</p>	<p>Create a database structure of my own and enter the data</p> <p>Prepare a data collection form and collect quality information</p> <p>Use databases to create a graph.</p> <p>Decide on the most appropriate form of a graph for a data set and give reasons for my choice</p> <p>Know how to interpret graphs of data collected from a variety of sources.</p>	<p>Interpret graphs of data collected from a variety of sources</p>
<b>Systems</b>	<p>Know that if I change the sequence I may change the outcome of the program.</p> <p>Use and edit a pre-written program to achieve a specific outcome.</p> <p>Use logical reasoning to explain what will happen next.</p>	<p>Detect and debug errors in algorithms and programs.</p> <p>Explain why it is important to use the repeat function in a particular place in my sequence.</p>	<p>Detect and debug errors in more complex algorithms and programs.</p> <p>Know what an operating system is and why it is important</p>	<p>Confidently decompose a problem and methodically create a program to solve it, testing and adapting as I go.</p> <p>Evaluate the effectiveness of my programming and suggest improvements.</p>

	Predict how a change in a sequence may impact on the outcome of a program.			
<b>Information Technology</b>				
<b>Digital Artefacts</b>	<p>I understand file extensions and which ones attribute to different ict products - .doc .xls .ppt .pub .pdf .mp3 .mp4.</p> <p>Use bullet points, speech bubbles, auto shapes and text boxes.</p> <p>Format wrapping/layout of text boxes and images in word.</p> <p>Format images - move, rotate and re-size shapes.</p> <p>Use the format tab to alter word art to enhance my work.</p> <p>Use a variety of table tools (merge cells, fill, columns etc.).</p> <p>Transfer these skills into power point.</p> <p>Search and use a branching database to</p>	<p>Transfer my word processing skills into other multimedia packages e.g. Power point.</p> <p>How to include importing images, hyperlinks and the use of sounds recorded.</p> <p>Enter a basic mathematical formula into excel.</p> <p>Add basic mathematical formulas.</p> <p>Use SUM to calculate the total of a set of numbers in a range of cells.</p> <p>Change the look of a spreadsheet by using different formats e.g. Text styles, colour, and number format inc,</p>	<p>How to select appropriate tools to add emphasis and effect to my work.</p> <p>Why I have chosen my layout and formatting.</p> <p>How to review and edit my work and talk about the changes I made.</p> <p>Whether my work is suitable for the audience.</p> <p>How to create a database structure of my own and enter the data.</p> <p>How to prepare a data collection form and collect quality information.</p> <p>Use databases to create a graph.</p> <p>The most appropriate form of graph for a data set giving reasons for my choice.</p>	<p>How to choose, select and use a combination of software to present my work.</p> <p>How to select appropriate tools to add emphasis and effect to my work.</p> <p>Why I have chosen my layout and formatting.</p> <p>How to review and edit my work and talk about the changes I made.</p> <p>How to consider whether my work is suitable for the audience.</p> <p>How to draft and redraft my work by deleting, inserting and replacing text.</p> <p>How to interpret graphs of data collected from a variety of sources.</p>

	<p>identify objects and use data to populate graphs.</p> <p>Edit pictures using various tools in paint or photo-manipulation software.</p> <p>Create a simple musical composition combining electronic and live sounds.</p> <p>Capture still/moving images.</p> <p>Create a multimedia presentation/e book, with a title page, incorporating images, sounds and text.</p>	<p>currency and date, row and column heights.</p> <p>Insert and delete columns and rows in a spreadsheet.</p> <p>To use spreadsheets to create a graph.</p> <p>Decide on the most appropriate form of graph for a data set and give reasons for my choice.</p> <p>Interpret graphs of data collected from sensors.</p> <p>Question data to answer “what if...?” Questions.</p> <p>Select appropriate tools to add emphasis and effect to my work.</p> <p>Explain why I have chosen my layout and formatting.</p> <p>Review and edit my work and talk about the changes I made.</p> <p>Storyboard a short animation - what would happen and when.</p> <p>Take a series of pictures to form an animation.</p>	<p>How to interpret graphs of data collected from a variety of sources.</p> <p>Design a 3d model using ict to meet a specific goal, e.g. 2design &amp; make.</p> <p>Evaluate and improve my finished designs.</p> <p>Evaluate website and web content, recognising the features of good page design and how it is suited to an audience.</p>	<p>Use a mobile device to film a short clip.</p> <p>Consider the effect of camera angles, light and shadow when filming.</p> <p>Add titles, credits, transitions and special effects.</p> <p>Review and add to, replace and edit clips to make messages clearer.</p> <p>Explain my choice of clips, effects and structure in resources I have created.</p> <p>Discuss and compare film for effect on audience.</p> <p>Export / embed a video in different formats for different purposes.</p>
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		<p>Save my animation at different stages and talk about the changes and improvements I have made.</p> <p>Add titles, credits, transitions and special effects.</p> <p>Edit video, animation or music footage by cropping clips.</p> <p>Choose appropriate scene transitions.</p>		
<b>Computing Contexts</b>	<p>Describe how connected devices can collect and share anyone's information with others.</p> <p>Describe ways people who have similar likes and interests can get together online</p> <p>Explain how the internet can be used to sell and buy things.</p>	<p>Describe positive ways for someone to interact with others online and understand how this will positively impact how others perceive them.</p> <p>Describe strategies for safe and fun experiences in a range of online social environments (e.g., livestreaming, gaming platforms)</p>	<p>I can describe some of the ways 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)</p>	<p>Suggest what technology might look like in twenty years' time.</p>
<b>Digital Literacy</b>				
<b>Mechanics</b>	<p>Type a number of sentences using the keyboard.</p>	<p>Save my work under a suitable title / name so that others know it belongs to me (e.g.</p>	<p>I know what an operating system is and why it important.</p>	<p>Independently save and retrieve work from different places.</p>



	<p>Use tab to indent paragraphs.</p> <p>Use cut, copy and paste to re-order text.</p> <p>Use keyboard shortcuts e.g. Ctrl + v, x, c to re-order text.</p> <p>Use bullet points, speech bubbles, auto shapes and text boxes.</p> <p>Format wrapping/layout of text boxes and images in word.</p> <p>Format images - move, rotate and re-size shapes.</p> <p>Use the format tab to alter word art to enhance my work.</p> <p>Use a variety of table tools (merge cells, fill, columns etc.).</p> <p>Explain the difference between save and save as.</p> <p>Create a folder to save my work in.</p> <p>Give a file a name to identify it.</p> <p>Transfer these skills into power point.</p>	<p>Filename, name on content).</p> <p>Explain why work I create using technology belongs to me.</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p> <p>How to transfer my word processing skills into other multimedia packages (e.g. Power point)</p> <p>How to include importing images, hyperlinks and the use of sounds recorded.</p> <p>Enter a basic mathematical formula into excel.</p> <p>Add basic mathematical formulas.</p> <p>Use sum to calculate the total of a set of numbers in a range of cells.</p> <p>Change the look of a spreadsheet by using different formats e.g. Text styles, colour, and number format inc,</p>	<p>Identify the key internal parts of a computer – ram, memory, processor and motherboard and describe what each part does.</p> <p>Discuss what it means to save work locally, to a network or to a ‘cloud’</p> <p>How to select appropriate tools to add emphasis and effect to my work.</p> <p>Why I have chosen my layout and formatting.</p> <p>How to review and edit my work and talk about the changes I made.</p> <p>Whether my work is suitable for the audience.</p> <p>How to create a database structure of my own and enter the data.</p> <p>How to prepare a data collection form and collect quality information.</p> <p>Use databases to create a graph.</p> <p>The most appropriate form of graph for a data</p>	<p>How to select appropriate tools to add emphasis and effect to my work.</p> <p>How to draft and redraft my work by deleting, inserting and replacing text.</p> <p>How to interpret graphs of data collected from a variety of sources.</p>
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		<p>currency and date, row and column heights.</p> <p>Insert and delete columns and rows in a spreadsheet.</p> <p>To use spreadsheets to create a graph.</p> <p>Decide on the most appropriate form of graph for a data set and give reasons for my choice.</p> <p>Interpret graphs of data collected from sensors.</p> <p>Question data to answer “what if...?” Questions.</p>	<p>set giving reasons for my choice.</p> <p>How to interpret graphs of data collected from a variety of sources.</p> <p>.</p>	
<p><b>Searching, Selecting Information</b></p>	<p>Demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>Explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact. And can give examples of how and where they might be shared online, e.g. In videos, memes, posts, news stories etc.</p> <p>Explain what autocomplete is and how to choose the best suggestion.</p>	<p>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.</p> <p>Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g.</p>	<p>Evaluate digital content and can explain how to make choices about what is trustworthy e.g. Differentiating between adverts and search results.</p> <p>Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>Explain the benefits and limitations of using different types of search technologies e.g. Voice-</p>	<p>Explain how search engines work and how results are selected and ranked.</p> <p>Explain how to use search technologies effectively.</p> <p>Explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p>

	<p>Explain that not all opinions shared may be accepted as true or fair by others (e.g. Monsters under the bed).</p> <p>Use technology safely, respectfully, responsibly and be able to talk about my digital footprint</p>	<p>Social media, image sites, video sites).</p> <p>Explain what is meant by fake news e.g. Why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p>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.</p> <p>Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>Explain how my online identity can be different to my offline identity and be able to talk about my digital footprint</p> <p>Describe how to find out information about others by searching online</p>	<p>activation search engine. Explain how some technology can limit the information i aim presented with e.g. Voice-activated searching giving one result.</p> <p>Identify ways the internet can draw us to information for different agendas, e.g. Website notifications, pop-ups, targeted ads.</p> <p>Explain what is meant by 'being sceptical'; give examples of when and why it is important to be 'sceptical'.</p> <p>Talk about my digital footprint and demonstrate responsible choices about my online identity, depending on context</p> <p>Talk about my digital footprint and demonstrate responsible choices about my online identity, depending on context</p> <p>Describe ways that information about anyone online can be used by others to make judgments about an individual and</p>	<p>Describe how some online information can be opinion and can offer examples.</p> <p>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).</p> <p>Demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>Talk about my digital footprint and the importance of asking until I get the help needed</p>
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		<p>Explain a range of internet standards ( eg; http, url ).</p> <p>Describe what an isp is.</p> <p>Describe what a url (web address) is.</p>	<p>why these may be incorrect</p> <p>Search for information about an individual online and summarise the information found</p>	
<b>E-Safety</b>	<p>Describe simple strategies for creating and keeping passwords private.</p> <p>Give reasons why someone should only share information with people they choose to and can trust.</p> <p>Explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> <p>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.</p> <p>Use technology safely, respectfully, responsibly</p>	<p>Describe strategies for keeping personal information private, depending on context.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p>Explain that technology can be designed to act like or impersonate living things (e.g. Bots) and describe what the benefits and the risks might be.</p> <p>Explain that internet use is never fully private and is monitored, e.g. Adult supervision.</p> <p>Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who ask if I am not sure.</p>	<p>Explain what a strong password is and demonstrate how to create one.</p> <p>Explain what app permissions are and can give some examples.</p> <p>Assess and justify when it is acceptable to use the work of others.</p> <p>Give examples of content that is permitted to be reused and know how this content can be found online.</p> <p>Explain how many free apps or services may read and share private information (e.g. Friends, contacts, likes, images, videos, voice, messages, and geolocation) with others.</p>	<p>Describe how and why people should keep their software and apps up to date, e.g. Auto updates.</p> <p>Describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>Describe strategies to help me identify such content (e.g. Scams, phishing).</p> <p>Demonstrate how to make references to and acknowledge sources I have used from the internet.</p> <p>I understand the concept of persuasive design and how it can be used to influences peoples' choices.</p> <p>Describe effective ways people can manage passwords (e.g. Storing</p>

	<p>and be able to talk about my digital footprint</p> <p>Explain what is meant by the term 'identity'</p> <p>Explain how people can represent themselves in different ways online</p> <p>Explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with</p> <p>Explain how someone's feelings can be hurt by what is said or written online</p> <p>Give examples of what anyone may or may not be willing to share about themselves online</p> <p>Explain the need to be careful before sharing anything personal</p> <p>Describe ways that some people can be unkind online</p>	<p>Say why it belongs to me (e.g. 'i designed it' or 'i filmed it').</p> <p>Explain how my online identity can be different to my offline identity and be able to talk about my digital footprint</p> <p>Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this</p> <p>Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours</p> <p>Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs</p> <p>Describe how to find out information about others by searching online</p> <p>Describe ways people can be bullied through a range</p>	<p>Explain how identity online can be copied, modified or altered</p> <p>Explain how someone can get help if they are having problems and identify when to tell a trusted adult</p> <p>Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p> <p>Recognise online bullying can be different to bullying in the physical world and can describe some of those differences</p> <p>Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline / CEOP / The Mix)</p> <p>Describe ways technology can affect health and well-being both positively (e.g. Mindfulness apps) and negatively</p>	<p>them securely or saving them in the browser).</p> <p>Explain what to do if a password is shared, lost or stolen.</p> <p>Describe ways in which some online content targets people to gain money or information illegally.</p> <p>I know that online services have terms and conditions that govern their use.</p> <p>Talk about my digital footprint and the importance of asking until I get the help needed</p> <p>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</p> <p>Describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and</p>
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	<p>Offer examples of how this can make others feel</p> <p>Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. Mood, sleep, body, relationships</p> <p>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</p> <p>Explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. Sharing images and videos</p> <p>Describe ways people who have similar likes and interests can get together online</p> <p>Explain what it means to 'know someone' online and why this might be different from knowing someone offline</p>	<p>of media (e.g. Image, video, text, chat)</p> <p>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)</p> <p>Explain how using technology can be a distraction from other things, in both a positive and negative way</p> <p>Identify times or situations when someone may need to limit the amount of time they use technology e.g. Suggest strategies to help with limiting this time</p> <p>Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them</p> <p>Describe strategies for safe and fun experiences in a range of online social environments (e.g. live</p>	<p>Describe some strategies, tips or advice to promote health and well-being with regards to technology</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals</p> <p>Give examples of technology-specific forms of communication (e.g.emojis, memes and gifs).</p> <p>Explain that there are some people I communicate with online who may want to do me or my friends harm. Recognise that this is not my / our fault</p> <p>Describe some of the ways 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)</p>	<p>can give examples of how to get help, both on and offline</p> <p>Explain how sharing something online may have an impact either positively or negatively</p> <p>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</p> <p>Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity</p> <p>Describe how to capture bullying content as evidence (e.g. Screen-grab, URL, profile) to share with others who can help me</p> <p>Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental</p>
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	<p>Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried</p> <p>Explain who ask if I am unsure about putting something online</p> <p>Explain how to search for information about others online</p> <p>Explain why some online activities have age restrictions, why it is important to follow them and know who talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. Age restricted gaming or web sites) ;</p> <p>Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p>	<p>streaming, gaming platforms)</p> <p>Explain ways that some of the information about anyone online could have been created, copied or shared by others</p> <p>Recognise when someone is upset, hurt or angry online</p> <p>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.</p> <p>Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p>	<p>Demonstrate how to support others (including those who are having difficulties) online</p> <p>Describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying</p> <p>Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult</p> <p>Identify a range of ways to report concerns and access support both in school and at home about online bullying</p> <p>Explain how to block abusive users</p> <p>Explain how and why some apps and games may request or take payment for additional content (e.g. In-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing</p>	<p>warnings) and describe their purpose</p> <p>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)</p> <p>Describe how things shared privately online can have unintended consequences for others. E.g. Screen-grabs</p> <p>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</p> <p>Explain the ways in which anyone can develop a positive online reputation</p> <p>Explain how someone would report online bullying in different contexts</p>
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				<p>Recognise and can discuss the pressures that technology can place on someone and how / when they could manage this</p> <p>Recognise features of persuasive design and how they are used to keep users engaged (current and future use)</p>