



Skill Progression and Curriculum Coverage: Computing

This document outlines the National Curriculum expectations and Early Years Framework areas relevant to this curriculum area. As well as this, the curriculum coverage across school and the progression of skills in both Computing and the bespoke online safety curricula are mapped to respective year groups. The individual contexts in which skills are taught are left to the discretion of individual teachers, trying to match the skills to appropriate topics but these may vary due to each class' needs.

Early Years Framework Expectations

Area of Learning: Personal, Social and Emotional Development

Pupils should:

- Show resilience and perseverance in the face of a challenge
- Know and talk about the different factors that support their overall health and wellbeing. (e.g reasonable amounts of 'screen time')

Area of Learning: Physical Development

Pupils should:

- Develop their small motor skills so they can use a range of tools competently, safely and confidently.

Area of Learning: Expressive Arts and Design

Pupils should:

- Explore, use and refine a variety of artistic efforts to express their ideas and feelings.

Understanding the World

Pupils should:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

National Curriculum Expectations

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

KS1 Computing

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
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

KS2 Computing

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
- 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
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Ickworth Park Primary School

Subject Coverage Map: Computing

The tables below show the mapping of the specific curriculum content areas to parts of the school year as adapted from individual class' one year or two-year rolling plans. The titles referred to in this table show the curriculum strand or themes being taught during that term in school. Ickworth Park uses the Purple Mash computing curriculum as a base, which is then added to or altered as necessary by the teacher or HLTA. A separate curriculum is used in school for Online Safety. Teachers are however free to use a different scheme of work or to adapt planning as necessary.

Predominant areas of Computing

Computer Science

Information Technology

Digital Literacy

Year	Autumn			Spring 1			Summer		
EYFS	Photographs Drawing skills			Safety and privacy Robot coding			Mouse control and trackpad Log in and using Purple Mash on Chrome books		
	Sounds								
Year 1	Introduction to Purple Mash	Creative Computing	Data Explorers	Creating and following instructions	Animated stories		Coding	Technology around us	Making Beats
Year 2	Route Explorers	The Internet	Creating pictures	Spreadsheets		Questioning	Coding		Presenting ideas
Year 3	Emails		Route Planners	Branching databases	Spreadsheets		Coding	Micro:bits	Presenting ideas
Year 4	Unpacking hardware and software	Animation		Logo	Sound stories	Effective searching	Coding		Micro:bits
Year 5	Quizzing		Databases	Game creator	Spreadsheets		Coding	Micro:bits	Concept Maps
Year 6	Networks		Graphing	Blogging	Data Detectives	Coding		Introduction to Python	Spreadsheets
									Micro:bits
									3D Modelling

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Online Safety follows Education for a Connected World framework which focuses specifically on eight different aspects of online education. The below aspects are taught using Purple Mash 2BeSafe scheme of work in Computing and class Online Safety questions. The other aspects are taught using Kapow scheme of work covered in PSHE.

Year Group	Autumn Term	Spring Term	Summer Term
Reception - Elm	Online Bullying Health, Well-being and Lifestyle	Online Reputation Online Relationships	Managing Online Information Self-Image and Identity
Year 1 – Beech	Online Bullying Managing Online Information	Online Reputation Online Relationships	Copyright and Ownership Self-Image and Identity
Year 2 – Oak	Online bullying Managing Online Information	Online Reputation Online Relationships	Copyright and Ownership Privacy and Security
Year 3 – Lime	Online Bullying Health, Well-being and Lifestyle	Managing Online Information	Copyright and Ownership Privacy and Security
Year 4 – Hazel	Online Bullying Health, Well-being and Lifestyle	Online Relationships Managing Online Information	Copyright and Ownership Self-Image and Identity
Year 5 - Willow	Online Bullying Managing Online Information	Online Reputation Online Relationships	Copyright and Ownership Privacy and Security
Year 6 - Larch	Online Bullying	Online Reputation Online Relationships	Copyright and Ownership Managing Online Information

Skill Progression Mapping: Computing

The skill progression below is adapted from the 2Simple computing scheme used as a basis for Computing teaching at Ickworth Park and represent the expectations at the end of the year for children in each year group. The EYFS Early Learning Goals most appropriate for the three main strands of the Computing curriculum are also included here as part of the progression.

Year	Computer Science	Digital Literacy	Information Technology
Reception	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly.
1	<ul style="list-style-type: none"> Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand Children can work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithms. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. 	<ul style="list-style-type: none"> Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources. 	<ul style="list-style-type: none"> Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not. Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private spaces.
2	<ul style="list-style-type: none"> Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms 	<ul style="list-style-type: none"> Children demonstrate an ability to organise data using a simple database and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions. 	<ul style="list-style-type: none"> Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge.

	<ul style="list-style-type: none"> so that they can be successfully converted into code. Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors. Children's program designs display a growing awareness of the need for logical, programmable steps. Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program. 	<ul style="list-style-type: none"> Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound. 	<ul style="list-style-type: none"> Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically. They develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.
3	<ul style="list-style-type: none"> Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it. Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children can list a range of ways that the Internet can be used to provide different methods of communication. They can describe appropriate email conventions when communicating in this way. 	<ul style="list-style-type: none"> Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine. Children can collect, analyse, evaluate and present data and information using a selection of software packages. Children can consider what software is most appropriate for a given task. 	<ul style="list-style-type: none"> Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools. They know more than one way to report unacceptable content and contact.
4	<ul style="list-style-type: none"> When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code 	<ul style="list-style-type: none"> Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. 	<ul style="list-style-type: none"> Children can explore key concepts relating to online safety using concept mapping. They can help others to understand the importance of online safety.

	<ul style="list-style-type: none"> using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. Children can read programs with several steps and predict the outcome accurately. Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the Internet can be used to provide different methods of communication is improving. 	<ul style="list-style-type: none"> Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software. Children share digital content within their community. 	<ul style="list-style-type: none"> Children know a range of ways of reporting inappropriate content and contact.
5	<ul style="list-style-type: none"> Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. 	<ul style="list-style-type: none"> Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. 	<ul style="list-style-type: none"> Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.

	<ul style="list-style-type: none"> Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design. When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables. Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content. 	<ul style="list-style-type: none"> Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. # They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content. 	<ul style="list-style-type: none"> Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.
6	<ul style="list-style-type: none"> Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. 	<ul style="list-style-type: none"> Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. 	<ul style="list-style-type: none"> Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking.

	<ul style="list-style-type: none"> Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school. 	<ul style="list-style-type: none"> Children use critical thinking skills in everyday use of online communication. Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements 	<ul style="list-style-type: none"> They recognise the value in preserving their privacy when online for their own and other people's safety.
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Skill Progression Mapping: Online Safety

Online Safety follows Education for a Connected World framework which focuses specifically on eight different aspects of online education. The below aspects are taught using Purple Mash 2BeSafe scheme of work in Computing and class Online Safety questions. The other aspects are taught using Kapow scheme of work covered in PSHE.

The skill progression below is adapted from Education for a Connected World Framework using Purple Mash for Computing and Project Evolve for class Online Safety questions and discussions. The remaining aspects are covered in P.S.H.E. teaching using Kapow. This represents the expectations at the end of the year for children in each year group. The Reception targets in the skill progression below are taken from the Project Evolve documentation.

Year	Strands			
Reception	Self Image and Identity <ul style="list-style-type: none">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.	Privacy and Security <ul style="list-style-type: none">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 share this information with; I can explain why they are trusted.	Health, Well-being and Lifestyle <ul style="list-style-type: none">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.	
	Online Reputation <ul style="list-style-type: none">I can identify ways that I can put information on the internet.	Online Relationships <ul style="list-style-type: none">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.	Copyright and Ownership <ul style="list-style-type: none">I know that work I create belongs to me.I can name my work so that others know it belongs to me.	
	Managing Online Information <ul style="list-style-type: none">I can talk about how to use the internet as a way of finding information online.	Online Bullying <ul style="list-style-type: none">I can describe ways that some people can be unkind online.I can offer examples of how this can make others feel.		

	<ul style="list-style-type: none"> I can identify devices I could use to access information on the internet. 		
1	<p>Self Image and Identity</p> <ul style="list-style-type: none"> 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. 	<p>Privacy and Security</p> <ul style="list-style-type: none"> I can explain how passwords are used to protect information, accounts and devices. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names.) 	<p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> I can explain rules to keep myself safe when using technology both in and beyond the home.
	<p>Online Reputation</p> <ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. 	<p>Online Relationships</p> <ul style="list-style-type: none"> 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 to respect their choices. I can explain why things one person finds funny or sad online may not be seen in the same way by others. 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. 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 can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I understand that work created by others does not belong to me even if I save a copy.
	Managing Online Information	Online Bullying	

	<ul style="list-style-type: none"> • I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. • 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. 	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. 	
2	<p>Self Image and Identity</p> <ul style="list-style-type: none"> • 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. 	<p>Privacy and Security</p> <ul style="list-style-type: none"> • I can explain how passwords can be used to protect information, accounts and devices. • I can describe and explain some rules for keeping personal information private. • I can explain and give examples of what is meant by private and keeping things private. • I can explain how some people may have devices in their homes connected to the internet and give examples. 	<p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • 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.
	<p>Online Reputation</p> <ul style="list-style-type: none"> • I can explain how information put online about someone can last for a long time. • I can describe how anyone's online information could be seen by others. 	<p>Online Relationships</p> <ul style="list-style-type: none"> • 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 give examples of how someone might use 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> • I can recognise that content on the internet may belong to other people. • I can describe why other people's work belongs to them.

	<ul style="list-style-type: none"> • I know who to talk to if something has been put online without consent or if it is incorrect. 	<p>technology to communicate with others they don't also know offline and explain why this might be risky.</p> <ul style="list-style-type: none"> • I can explain who I should ask for before sharing things about myself or others online. • 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. • I can identify who can help me if something happens online without my consent. • I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. 	
	<p>Managing Online Information</p> <ul style="list-style-type: none"> • I can use simple keywords in search engines. • 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) • I can explain why some information I find online may not be real or true. 	<p>Online Bullying</p> <ul style="list-style-type: none"> • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame, • I can talk about how anyone experiencing bullying can get help. 	

	<ul style="list-style-type: none"> • I can demonstrate how to navigate a simple webpage to get to information I need. • I can explain the difference between things that are imaginary, made up and things that are true or real. 		
3	<p>Self Image and Identity</p> <ul style="list-style-type: none"> • 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. 	<p>Privacy and Security</p> <ul style="list-style-type: none"> • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share anyone's information with others. • I can give reasons why someone should only share information with 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. 	<p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • 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 watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites.)
	<p>Online Reputation</p> <ul style="list-style-type: none"> • I can explain how to search for information about others online. • I can explain who someone can ask if they are unsure about putting something 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 	<p>Online Relationships</p> <ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can explain what is meant by trusting someone online and why this is different to liking someone online and why it is important to be careful about who to trust online including what 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> • 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.

	<p>careful before sharing anything personal.</p>	<p>information and content they are trusted with.</p> <ul style="list-style-type: none"> • I can explain how someone's feelings can be hurt by what is said or written online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same of sharing offline. 	
	<p>Managing Online Information</p> <ul style="list-style-type: none"> • I can demonstrate how to use key phrases in search engines to gather accurate information online. • I can explain how the internet can be used to sell and buy things. • I can explain that not all opinions shared may be accepted as true or fair by others. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain the difference between a belief, an opinion 	<p>Online Bullying</p> <ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support. 	

	<p>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> <ul style="list-style-type: none"> • I can demonstrate and describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. 		
4	<p>Self Image and Identity</p> <ul style="list-style-type: none"> • 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 other online can pretend to be someone else, including my friends and suggest reasons why they might do this. 	<p>Privacy and Security</p> <ul style="list-style-type: none"> • I can describe strategies for keeping personal information private, depending on context. • 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 can explain that internet use is never fully private and is monitored, e.g. adult supervision. • I know what the digital age of consent is and the impact this has on online services asking for consent. 	<p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • I can explain how using technology can be a distraction from other things, in both a negative and positive way. • I 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.
	<p>Online Reputation</p> <ul style="list-style-type: none"> • I can describe how to find out 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. 	<p>Online Relationships</p> <ul style="list-style-type: none"> • I can describe strategies for safe and fun experiences in a range of online social environments. • I can explain how content shared online may feel unimportant to one person but may be important to 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> • 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

		<p>other people's thoughts. Feelings and beliefs.</p> <ul style="list-style-type: none"> I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. 	<p>must not use without permission from the owner.</p>
	<p>Managing Online Information</p> <ul style="list-style-type: none"> I can analyse information to make a judgement about probably accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online. I can explain that technology can be designed to impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. I can explain why lots of people sharing the same opinions or beliefs online do not make those or opinions or beliefs true. 	<p>Online Bullying</p> <ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. 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. I can describe ways people can be bullied through a range of media. 	

	<ul style="list-style-type: none"> I can explain what is meant by fake news. 		
5	<p>Self Image and Identity</p> <ul style="list-style-type: none"> I can explain how identify online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. 	<p>Privacy and Security</p> <ul style="list-style-type: none"> I can explain what a strong password is and demonstrate how to create one. I can explain what app permissions are and can give some examples. I can explain how many free apps or services may read and share private information with others. 	<p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> I can describe ways technology can affect health and well-being both positively 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 wellbeing online and how we should balance 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 and lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.
	<p>Online Reputation</p> <ul style="list-style-type: none"> I can search for information 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 judgements about an individual and why these may be incorrect. 	<p>Online Relationships</p> <ul style="list-style-type: none"> I can give examples of technology-specific forms of communication. I can describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. 	<p>Copyright and Ownership</p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • I can demonstrate how to support others who are have difficulties online. • 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 explain how someone can get help if they are having problems and identify when to tell a trusted adult. 	
Managing Online Information <ul style="list-style-type: none"> • I can explain the benefits and limitations of using different types of search technologies. I can explain how some technology can limit the information I am presented with. • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiation between adverts and search results. • I can identify ways the internet can draw us to information for different agendas. • I can explain what is meant by the term 'stereotype', how stereotypes are reinforced online and why accepting them may influence how people think about others. • I can explain what is meant by a hoax and I can explain 	Online Bullying <ul style="list-style-type: none"> • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can explain how to block abusive users. • I can describe how one person perceived as playful joking and teasing might be experienced by others as bullying. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can describe the helpline services which can help people experiencing bulling and how to access them. 	

	<p>why someone would need to think carefully before they share.</p> <ul style="list-style-type: none"> • 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 explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • I can describe ways of identifying when online content has been commercially sponsored or boosted. • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. 		
6	<p>Self Image and Identity</p> <ul style="list-style-type: none"> • 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 would make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. 	<p>Privacy and Security</p> <ul style="list-style-type: none"> • 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 password is shared, lost or stolen. • I can describe how and why people should keep their software and apps up to date. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. 	<p>Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFS, parental warnings) and describe their purpose. • I can recognise and 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). • I can assess and action different strategies to limit

	<ul style="list-style-type: none"> I can explain the importance of asking until I get the help needed. 	<ul style="list-style-type: none"> 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 (scans and phishing). I know that online services have terms and conditions that govern their use. 	the impact of technology on health
	<p>Online Reputation</p> <ul style="list-style-type: none"> I can explain the ways in which 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. 	<p>Online Relationships</p> <ul style="list-style-type: none"> 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 or respecting boundaries regarding what is shared about them online and how to support them if others do not. 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 embarrassing images of someone, 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>Copyright and Ownership</p> <ul style="list-style-type: none"> 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.
	<p>Managing Online Information</p> <ul style="list-style-type: none"> I can explain how search engines work and how 	<p>Online Bullying</p> <ul style="list-style-type: none"> I can describe how to capture bullying content as 	

	<p>results are selected and ranked.</p> <ul style="list-style-type: none"> • 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 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. • I can understand the concept of persuasive design and how it can be used to influence people's choices. • I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. • I 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 	<p>evidence to share with others who can help me.</p> <ul style="list-style-type: none"> • I can explain how someone would report online bullying in different contexts. 	
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	<p>misinformation and disinformation.</p> <ul style="list-style-type: none">• 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.• I can identify, flag and report inappropriate content.		
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