



## Fulbourn Primary School Computing Content Areas

Content Areas	Safety and Security	Networks	Impact of Technology	Computing Systems	Creating Media	Data and Information	Algorithms	Programming	Design and Development	Effective Use of Tools
Symbol	 Safety and Security	 Networks	 Impact of Technology	 Computing Systems	 Creating Media	 Data and information	 Algorithms	 Programming	 Design and Development	 Effective use of Tools

### Progression of knowledge and skills

Content Area	EYFS (NB above and beyond Early Learning Goals – can be used to assess pupils working below age expectations in KS1)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Safety and Security</b>	<ul style="list-style-type: none"> <li>• Are aware that some online content is inappropriate.</li> <li>• Are aware that information can be public or private.</li> <li>• Know to tell an appropriate adult if they see something on the computer that upsets them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a simple password when logging on, where relevant.</li> <li>• Explain why we use passwords.</li> <li>• Recognise examples of personal information e.g. name, image.</li> <li>• Know who to tell if concerned about content or contact online.</li> <li>• Recognise that digital content belongs to the person who created it.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember a simple password to log onto the computer or a website. Identify rules for acceptable use of technology in school.</li> <li>• Recognise what personal information is and the need to keep it private.</li> <li>• Recognise that spending a lot of time in front of a screen can be unhealthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to keep our password safe.</li> <li>• Recognise that digital content belongs to the person who first created it, but we can give permission for others to use it.</li> <li>• Recognise when to share personal information and when not to</li> <li>• Recognise that some people lie about who they are online.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and use an individual password.</li> <li>• Recognise what kinds of websites are trustworthy sources of information.</li> <li>• Recognise the benefits and risks of different apps and websites.</li> <li>• Recognise that the media can portray groups of people differently.</li> <li>• Can rate a game or film they have made and explain their rating.</li> </ul>	<ul style="list-style-type: none"> <li>• Know where to find copyright free images and audio, and why this is important.</li> <li>• Critically evaluate websites for reliability of information and authenticity.</li> <li>• Demonstrate responsible use of online services, and know a range of ways to report concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what makes a strong password and why this is important at school and in the wider world.</li> <li>• Explain how algorithms are used to track online activities with a view to targeting advertising and information.</li> <li>• Know that there are laws around the purchase of games; the production, sending and</li> </ul>

		<ul style="list-style-type: none"> <li>• Talk about their use of technology at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some information found online may not be true.</li> </ul>	<ul style="list-style-type: none"> <li>• Are aware that games and films have age ratings.</li> </ul>			<ul style="list-style-type: none"> <li>• storage of images; what is written online; and around online gambling.</li> </ul>
<p><b>Computing Systems and Networks (including key skills)</b></p>	<ul style="list-style-type: none"> <li>• Use different digital devices.</li> <li>• Recognise that you can access content on a digital device.</li> <li>• Use a mouse, touchscreen or appropriate access device to target and select options on screen.</li> <li>• Recognise a selection of digital devices.</li> <li>• Recognise and begin to name the basic parts of a computer, e.g. mouse, screen, keyboard</li> <li>• Select a digital device to fulfil a specific task, e.g. to take a photo.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that technology is something that helps us</li> <li>• Recognise a range of digital devices.</li> <li>• Name a range of digital devices, e.g. laptop, phone, games console.</li> <li>• Log on to the school computer / unlock the school tablet with support.</li> <li>• Identify the main parts of a computer, e.g. mouse, keyboard, screen.</li> <li>• Use a suitable access device (mouse, keyboard, touchscreen) to control an activity on a computer.</li> <li>• Open key applications independently.</li> <li>• Save and open files with support.</li> <li>• Use the keyboard to type and edit text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise examples of information technology.</li> <li>• Recognise that a range of digital devices contain computers, e.g. phone, games console, smart speaker.</li> <li>• Explain what the basic parts of a computer are used for e.g. mouse, keyboard</li> <li>• Open key applications independently.</li> <li>• Save and open files to/from a given folder.</li> <li>• Move and resize an image in a document.</li> <li>• Explain that information technology is a computer or something that works with a computer.</li> <li>• Talk about uses of information technology in the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what a computer is (input &gt; process &gt; output).</li> <li>• Explain the difference between input and output devices on a computer.</li> <li>• Know where to save and open files (e.g. in shared folder).</li> <li>• Save files with appropriate names. Use a keyboard effectively to type in text.</li> <li>• Use left-, right- and double-click on the mouse.</li> <li>• Use a search engine to find simple information.</li> <li>• Recognise that school computers are connected.</li> <li>• Identify the parts of a network, including switch, server and wireless access point.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that you can organise files using folders.</li> <li>• Know how to copy and paste text or images in a document.</li> <li>• Use a search engine to find specific information.</li> <li>• Describe the different parts of a network.</li> <li>• Recognise that the Internet is a network of computers and other digital devices connected together all around the world.</li> <li>• Know that you use a web browser to access information stored on the internet.</li> <li>• Recognise that the World Wide Web is the part of the internet that contains websites and web pages.</li> <li>• Recognise that websites are created by people.</li> </ul>	<ul style="list-style-type: none"> <li>• Type using fingers on both hands.</li> <li>• Use common keyboard shortcuts, e.g. ctrl C (copy), ctrl V (paste).</li> <li>• Explain what makes a strong password.</li> <li>• Use folders to organise files.</li> <li>• Recognise the elements of a computer system</li> <li>• Recognise that there is more than one search engine, and they may produce different results.</li> <li>• Use a search engine effectively to find information and images.</li> <li>• Recognise how search engines select results.</li> <li>• Explain the factors that affect how webpages are ranked by search engines.</li> </ul>	<ul style="list-style-type: none"> <li>• Type efficiently using both hands.</li> <li>• Organise files effectively using folders and files names.</li> <li>• Use the advanced search tools when using a search engine to find specific information and images.</li> <li>• Explain the basic function of an operating system. Recognise how data is transferred across the Internet in packets.</li> <li>• Identify different ways of communicating and sharing information online.</li> <li>• Explain that devices connected to the Internet have unique addresses called IP addresses.</li> <li>• Explain what makes a strong password and why this is important at school and in the wider world.</li> <li>• Explain how algorithms are used to track online</li> </ul>

							activities with a view to targeting advertising and information.
<b>Creating Media</b>	<ul style="list-style-type: none"> <li>• Use technology to explore and access digital content. Operate a digital device with support to fulfil a task. Create simple digital content, e.g. digital art.</li> <li>• Choose media to convey information, e.g. image for a poster.</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple digital content, e.g. digital art.</li> <li>• Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush.</li> <li>• Recognise that you can edit digital content to change its appearance.</li> <li>• Choose appropriate tools to change the appearance of digital content for a purpose</li> <li>• Recognise the difference between creating content on a computer and on paper.</li> <li>• Recognise that digital content belongs to the person who created it.</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple digital content for a purpose, e.g. digital music.</li> <li>• Recognise that we can use technology in different ways, e.g. to make music or take and view photographs.</li> <li>• Apply edits to digital content to achieve a particular effect, e.g. add a filter to a photo.</li> <li>• Present ideas and information by combining media, e.g. text and images.</li> <li>• Explain how content has been improved. Describe the features of a good piece of content, e.g. a photo.</li> <li>• Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.</li> <li>• Recognise what personal information is and</li> </ul>	<ul style="list-style-type: none"> <li>• Present ideas and information by combining media independently, e.g. text and images.</li> <li>• Design and create simple digital content for a purpose/audience, e.g. poster.</li> <li>• Edit digital content to improve it, e.g. resize text.</li> <li>• Identify the features of a good piece of digital content.</li> <li>• Explain why we use technology to create digital content.</li> <li>• Identify use of desktop publishing in the real world.</li> <li>• Recognise why we use different types of media to convey information, e.g. text, image, audio, video.</li> <li>• Recognise that digital content belongs to the person who first created it, but we can give permission for others to use it.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan out and create digital content for a specific purpose, e.g. podcast.</li> <li>• Edit digital content to improve it according to feedback.</li> <li>• Identify the features of a good piece of digital content and apply these in own design.</li> <li>• Explain the benefits of using technology to present information.</li> <li>• Know where to find copyright free content, e.g. creative commons images.</li> <li>• Combine digital media for a purpose, e.g. layer up recorded audio and music, add text to images.</li> <li>• Explain that an image can be altered and what this might mean for the images they see around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use appropriate hardware and software to fulfil a specific task.</li> <li>• Consider the audience when designing and creating digital content.</li> <li>• Combine media and effects effectively to create complex digital artefacts.</li> <li>• Identify success criteria for creating digital content for a given purpose and audience.</li> <li>• Evaluate their own content against success criteria and make improvements accordingly.</li> <li>• Know where to find copyright free images and audio, and why this is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Select, combine and remix a range of media to create original content.</li> <li>• Recognise the benefits of using a computer to create 3D designs.</li> <li>• Consider all steps of the design process when creating content (e.g. identify problem, plan, create, evaluate, share.)</li> <li>• Identify the most effective tools to present information for a specific purpose.</li> <li>• Explain the benefits of using technology to collaborate with others.</li> <li>• Recognise common features of web pages.</li> <li>• Evaluate existing digital content in terms of effectiveness, design and user experience.</li> <li>• Know where to find copyright free images and audio,</li> </ul>

			<p>the need to keep it private.</p> <ul style="list-style-type: none"> <li>Recognise that images can be changed</li> </ul>		<ul style="list-style-type: none"> <li>Recognise that the media can portray groups of people differently.</li> </ul>		<p>and how to credit the creator if required.</p>
<p><b>Data and Information</b></p>	<ul style="list-style-type: none"> <li>Access content in a range of formats, e.g. image, video, audio.</li> <li>Answer basic questions about information displayed in images e.g. more or less.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an appropriate label for a group of objects.</li> <li>Recognise that we can label and group objects according to their properties.</li> <li>Recognise that computers require input from humans to perform tasks</li> <li>Group similar objects according to a given property.</li> <li>Make choices about how to group objects.</li> <li>Answer questions about groups of objects.</li> <li>Recognise examples of personal information e.g. name, image.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise different forms of digital content, i.e. text, image, video and audio.</li> <li>Collect simple data (e.g. likes/dislikes) on a topic.</li> <li>Present simple data using images, e.g. number of animals.</li> <li>Recognise charts and pictograms and why we use them.</li> <li>Explain information shown in a simple chart or pictogram.</li> <li>Modify simple charts or pictograms, e.g. add title, item or labels</li> <li>Identify the key features of a chart or pictogram.</li> <li>Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart.</li> </ul>	<ul style="list-style-type: none"> <li>Identify suitable attributes to separate objects into groups.</li> <li>Recognise charts, pictograms and branching databases, and why we use them.</li> <li>Identify an object using a branching database</li> <li>Recognise an error in a branching database.</li> <li>Create a branching database using pre-prepared images and questions</li> <li>Identify the features of a good question in a branching database.</li> <li>Independently plan out and create a branching database.</li> <li>Evaluate a given branching database and suggest improvements.</li> <li>Compare different ways of presenting data.</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from information stored in a database, chart or table.</li> <li>Recognise that we can use computers to collect data over time.</li> <li>Recognise that sensors are used to capture data from the real world.</li> <li>Choose a question and collect data to answer it..</li> <li>Choose appropriate formats to present data in order to convey information.</li> <li>Explain the benefits of using a data logger.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise charts, pictograms and databases, and why we use them.</li> <li>Present information using a suitable chart</li> <li>Explore a record card database to find out information.</li> <li>Name the key parts of a database, e.g. record, field, search.</li> <li>Answer questions about information stored in a database.</li> <li>Use advanced search techniques in a database to find out specific information.</li> <li>Name some benefits of using a computer to create charts and databases.</li> <li>Use a database to find out specific information and present findings.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what a spreadsheet is and what it is used for.</li> <li>Use simple formulae in a spreadsheet to find out information from a set of data.</li> <li>Recognise different data types (e.g. numbers, words) and why this is important.</li> <li>Collect data for a purpose and plan out a spreadsheet to present it effectively, using relevant formulae.</li> <li>Produce graphs from data in a spreadsheet to answer a question.</li> <li>Analyse and evaluate data and information in a spreadsheet, chart or database.</li> <li>Recognise that poor quality data leads to unreliable results.</li> </ul>

				<ul style="list-style-type: none"> <li>Recognise when to share personal information and when not to.</li> </ul>			
<b>Programming</b>	<ul style="list-style-type: none"> <li>Explore technology.</li> <li>Repeat an action with technology to trigger a specific outcome.</li> <li>Recognise the success or failure of an action.</li> <li>Follow simple instructions to control a digital device.</li> <li>Recognise that we control computers.</li> <li>Input a short sequence of instructions to control a device.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that we control computers by giving them instructions</li> <li>Input a simple program e.g. to control a floor robot.</li> <li>Predict the outcome of a simple algorithm or program.</li> <li>Plan out a simple program to control a floor robot or sprite on a screen.</li> <li>Debug an error in a simple algorithm or program.</li> <li>Create a simple algorithm.</li> <li>Recognise that an algorithm is a precise set of ordered instructions which can be turned into code.</li> <li>Explain that we can use algorithms to plan out our programs.</li> <li>Make decisions about the design of a program.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that computers have no intelligence and we have to program them to do things.</li> <li>Create a program with multiple steps e.g. to control a floor robot.</li> <li>Predict the outcome of an algorithm or program with multiple steps.</li> <li>Identify and correct errors in a given algorithm or program, and recognise the term debugging.</li> <li>Recognise that there may be more than one solution to a problem.</li> <li>Recognise that the order of instructions in a sequence is important.</li> <li>Explain what an algorithm is, and that when inputted on a computer it is called a program.</li> </ul>	<ul style="list-style-type: none"> <li>Predict the outcome of a block or text-based program (Scratch/Logo).</li> <li>Successfully modify an existing program, e.g. change background, number of times things happen.</li> <li>Explain what a sequence is. Recognise that different inputs (events) can be used to start a program.</li> <li>Create a program using a range of events/inputs to control what happens</li> <li>Identify errors in a block or text-based program and correct them.</li> <li>Recognise that we can create an algorithm to help plan out a program.</li> <li>Recognise that we need to test out</li> </ul>	<ul style="list-style-type: none"> <li>Identify repeated steps in a program or algorithm.</li> <li>Create examples of algorithms containing count-controlled loops.</li> <li>Use a count-controlled loop (e.g. repeat 3 times) to make a program more efficient.</li> <li>Recognise a forever loop in a program or algorithm.</li> <li>Use a forever loop in a program to keep something happening.</li> <li>Recognise that we can decompose projects to make them easier to plan and debug.</li> <li>Explain when to use forever loops and count-controlled loops, and use them effectively in programs.</li> <li>Recognise common mistakes in programs and</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a range of input and output devices in a physical system, including sensors.</li> <li>Recognise selection in a program or algorithm.</li> <li>Use simple selection in algorithms and programs to change what happens depending on if a condition is met, e.g. if...then...</li> <li>Design a program for a purpose.</li> <li>Decompose into parts and create an algorithm for each part.</li> <li>Explain why we use selection, and use two-way selection in programs and algorithms, i.e. if...then...else...</li> <li>Recognise that different solutions may exist for the same problem.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise variables in a program and what they do.</li> <li>Create and use simple variables, e.g. to keep score.</li> <li>Explain why we use variables in programs.</li> <li>Recognise that a variable has a name and a value.</li> <li>Explain common errors in programs and how to fix them.</li> <li>Design and program a physical computing system that uses sensors.</li> <li>Plan out a program in detail, including task, algorithm, code and execution level.</li> <li>Name a range of sensors in physical systems.</li> <li>Recognise key concepts (sequence, selection, repetition and variables) in a range of languages</li> </ul>

			<ul style="list-style-type: none"><li>• Plan out a program by creating an algorithm and evaluate its success.</li></ul>	<p>programs to check that they work.</p> <ul style="list-style-type: none"><li>• Make choices about the design of a program and implement them,</li></ul>	<p>how to correct them.</p> <ul style="list-style-type: none"><li>• Design, implement code, test and debug a program.</li></ul>	<ul style="list-style-type: none"><li>• Predict what will happen in a program or algorithm when the input changes (e.g. sensor, data or event).</li><li>• Evaluate a program and make improvements accordingly.</li></ul>	<p>and contexts, and how these influence the flow of a program.</p>
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# Project Evolve – E-safety



## Skills taught through Computing, PSHE, Candle Time

	Self image and identity	Online Relationships	Online Bullying	Copyright and Ownership	Online Reputation	Managing Online information	Health, well-being and lifestyle	Privacy and security
<b>EYFS</b>	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.	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	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel	I know that work I create belongs to me. I can name my work so that others know it belongs to me	I can identify ways that I can put information on the internet.	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.	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	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.
<b>Year 1</b>	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	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  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	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain why work I create using technology belongs to me	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	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 feel sad, uncomfortable, worried or frightened.	I can explain rules to keep myself safe when using technology both in and beyond the home.	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 someone (e.g

	<p>e or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>online may not always be seen in the same way by others.</p>			<p>trusted adult first.</p>			<p>where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>
<p><b>Year 2</b></p>	<p>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>	<p>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).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>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.</p> <p>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.</p>	<p>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.</p>	<p>I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>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</p>	<p>I can use simple keywords in search engines.</p> <p>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).</p> <p>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).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>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>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>

		<p>I can identify who can help me if something happens online without my consent.</p> <p>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.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>						<p>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).</p>
<b>Year 3</b>	<p>I can explain what is meant by the term 'identity'</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>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>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can 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>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support</p>	<p>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>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things</p> <p>I can 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>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>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.</p>	<p>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</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>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> <p>I can describe how connected devices can collect and share anyone's information with others.</p>

		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.			can ask if they are unsure about putting something online.		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 web sites).	
<b>Year 4</b>	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>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.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>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).</p>	<p>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.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos,</p>	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others</p>	<p>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.</p> <p>I 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, image sites, video sites).</p> <p>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.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>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>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>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.</p> <p>I know what the digital age of consent is and</p>

	my friends, and can suggest reasons why they might do this.			music, images.		be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.  I can 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.		the impact this has on online services asking for consent.
<b>Year 5</b>	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	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 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 recognise online bullying can be different to bullying in the physical world and can describe some of those differences.  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 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.	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 judgments about an individual and why these may be incorrect	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 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 commercially sponsored or	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 this with talking to trusted adults	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. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.  I can explain what app permissions are and can give some examples

			<p>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 can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>			<p>boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>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.</p> <p>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 someone would need to think carefully before they share.</p>	<p>and professionals.</p> <p>I can 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>	
<b>Year 6</b>	<p>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.</p> <p>I can describe issues online</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>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.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is</p>	<p>I can describe how to capture bullying content as evidence (e.g. screen- grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online</p>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>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.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise</p>	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and</p>

	<p>that could make anyone feel sad, worried, uncomfortable or frightened. I 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.</p>	<p>okay, may have an impact for the sharer and others; and who can help if someone is worried about this</p>		<p>I have used from the internet.</p>	<p>reputation, including degrees of anonymity.</p>	<p>encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).  I 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 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 misinformation and dis-information.</p>	<p>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 the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>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.</p>
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