


## Computing Progression of Skills

Computer Science	Digital Literacy	Information Technology 		
<b>Programming and Theory</b>	<b>E-Safety &amp; Research</b>	<b>Communication</b>	<b>Data</b>	<b>Multimedia</b>
Programming Simulations Computer Theory	Research E-safety	Word processing Presentations Online collaboration	Graphs Databases Spreadsheets	Creating images Photography Animation Video Audio

Computer Science				
Wrens	Robins	Woodpeckers	Owls	Peregrines
EYFS	Y1	Y3	Y4	Y5
<ul style="list-style-type: none"> <li>● Help adults operate equipment around the school, independently operating simple equipment.</li> <li>● Use simple software to make things happen.</li> <li>● Explore options and make choices with toys, software and websites.</li> <li>● Press buttons on a floor robot and talk about the movement.</li> </ul> <p style="text-align: center; font-weight: bold;">Y1</p> <ul style="list-style-type: none"> <li>● Physically follow instructions.</li> <li>● Give others instructions to move around.</li> <li>● Predict outcomes from sequences.</li> </ul>	<ul style="list-style-type: none"> <li>● Physically follow instructions.</li> <li>● Give others instructions to move around.</li> <li>● Predict outcomes from sequences.</li> <li>● Begin to identify an algorithm to achieve a specific purpose.</li> <li>● Create an algorithm to execute a program on a digital device.</li> <li>● Begin to predict what will happen for a short sequence of instructions in a program.</li> <li>● Begin to use software to create movement and patterns on a screen.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan and enter a sequence of instructions on a robot/sprite to achieve specific outcomes.</li> <li>● Test and improve/debug programmed sequences.</li> <li>● Use computational thinking to solve open ended problems.</li> <li>● Talk about algorithms planned by others and identify any problems and the expected outcome.</li> <li>● Explain how algorithms work, predicting outcomes and debugging.</li> <li>● Explore instructions to control software or hardware with an input using 'if then' commands.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan and enter a sequence of instructions on a robot/sprite to achieve specific outcomes.</li> <li>● Test and improve/debug programmed sequences.</li> <li>● Use selection (if else) blocks to give different outcomes.</li> <li>● Use an algorithm to sequence and order more complex programming.</li> <li>● Explain how algorithms work, predicting outcomes and debugging.</li> <li>● Use loops (repeat/forever) to achieve solutions to tasks.</li> <li>● Explain how computers use variables to store</li> </ul>	<ul style="list-style-type: none"> <li>● Explore/ refine procedures using repeat to achieve solutions to problems.</li> <li>● Identify problems and identify a solution for a program.</li> <li>● Write down the steps required to achieve the outcome that is wanted and refer to this when programming.</li> <li>● Predict the outputs for the steps in an algorithm.</li> <li>● Use the process: plan, program, test and review.</li> <li>● Write a program which follows an algorithm to solve a problem for a digital device.</li> <li>● Group commands as a procedure to achieve a</li> </ul>

<ul style="list-style-type: none"> <li>● Begin to identify an algorithm to achieve a specific purpose.</li> <li>● Create an algorithm to execute a program on a digital device.</li> <li>● Begin to predict what will happen for a short sequence of instructions in a program.</li> <li>● Begin to use software to create movement and patterns on a screen.</li> <li>● Use Computer Science vocabulary accurately.</li> <li>● Sequence and programme a digital device specifying distance and turns and drawing a trail.</li> </ul>	<ul style="list-style-type: none"> <li>● Use Computer Science vocabulary accurately.</li> <li>● Sequence and programme a digital device specifying distance and turns and drawing a trail.</li> </ul> <p style="text-align: center;"><b>Y2</b></p> <ul style="list-style-type: none"> <li>● Physically follow instructions including turns (right angle).</li> <li>● Create an algorithm for a specific purpose.</li> <li>● Predict what will happen and test results.</li> <li>● Use software to create movement and patterns on a screen.</li> <li>● Know that programs respond to different sorts of inputs.</li> <li>● Use different sorts of input to control objects on screen.</li> <li>● Use the word debug to correct any mistakes and explain what I have done.</li> <li>● Experience a range of control devices such as a microscope, sound recorders, cameras and other devices.</li> </ul>	<p style="text-align: center;"><b>Y4</b></p> <ul style="list-style-type: none"> <li>● Plan and enter a sequence of instructions on a robot/sprite to achieve specific outcomes.</li> <li>● Test and improve/debug programmed sequences.</li> <li>● Use selection (if else) blocks to give different outcomes.</li> <li>● Use an algorithm to sequence and order more complex programming.</li> <li>● Explain how algorithms work, predicting outcomes and debugging.</li> <li>● Use loops (repeat/forever) to achieve solutions to tasks.</li> <li>● Explain how computers use variables to store information and include this in my projects.</li> </ul>	<p>information and include this in my projects.</p> <p style="text-align: center;"><b>Y5</b></p> <ul style="list-style-type: none"> <li>● Explore/ refine procedures using repeat to achieve solutions to problems.</li> <li>● Identify problems and identify a solution for a program.</li> <li>● Write down the steps required to achieve the outcome that is wanted and refer to this when programming.</li> <li>● Predict the outputs for the steps in an algorithm.</li> <li>● Use the process: plan, program, test and review.</li> <li>● Write a program which follows an algorithm to solve a problem for a digital device.</li> <li>● Group commands as a procedure to achieve a specific outcome within a program.</li> <li>● Understand how computers can generate random numbers and how these can be used in simulations.</li> </ul>	<p>specific outcome within a program.</p> <ul style="list-style-type: none"> <li>● Understand how computers can generate random numbers and how these can be used in simulations.</li> </ul> <p style="text-align: center;"><b>Y6</b></p> <ul style="list-style-type: none"> <li>● Record in some detail the steps that are required to achieve an outcome.</li> <li>● Predict the outputs for the steps in an algorithm.</li> <li>● Use the process: plan, program, test and review a program.</li> <li>● Write a program which follows an algorithm to solve a problem and achieve a planned outcome.</li> <li>● Group commands as a procedure to achieve a specific outcome within a program.</li> <li>● Understand how sensors can be used to measure input in order to activate a procedure or sequence and talk about applications in society.</li> <li>● Use variables to manipulate inputs to create useful outputs.</li> </ul>
---	---	---	---	---



				Use property values and parameters to store information about objects.
--	--	--	--	--



## Digital Literacy

<u>Wrens</u>	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>● Play appropriate games on the Internet.</li> <li>● Talk about good and bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.</li> </ul> <p style="text-align: center;"><b>Y1</b></p> <ul style="list-style-type: none"> <li>● Access a website and navigate around it.</li> <li>● Recognise how I use technology in my home and at school.</li> <li>● Begin to evaluate web sites by giving opinions.</li> <li>● Know strategies if I see something inappropriate on a website and/or digital device.</li> <li>● Understand that what is meant by personal information and explore ways to keep this private.</li> <li>● Know what it means to be a good digital citizen.</li> <li>● Know that online communication is not always true.</li> <li>● Own my work by adding my name and data.</li> </ul>	<p><b>Y1</b></p> <ul style="list-style-type: none"> <li>● Access a website and navigate around it.</li> <li>● Recognise how I use technology in my home and at school.</li> <li>● Begin to evaluate web sites by giving opinions.</li> <li>● Know strategies if I see something inappropriate on a website and/or digital device.</li> <li>● Understand that what is meant by personal information and explore ways to keep this private.</li> <li>● Know what it means to be a good digital citizen.</li> <li>● Know that online communication is not always true.</li> <li>● Own my work by adding my name and data.</li> <li>● Respect the work of others stored on a shared drive (online).</li> <li>● Publish my work online.</li> </ul> <p style="text-align: center;"><b>Y2</b></p> <ul style="list-style-type: none"> <li>● Use a search engine to find information using agreed key words.</li> </ul>	<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>● Use an age appropriate search engine independently.</li> <li>● Explore and discuss the benefits of a range of online communication tools.</li> <li>● Know how to respond to unpleasant communications.</li> <li>● Understand the need to keep personal information private and am responsible in my online presence.</li> <li>● Know the difference between personal, private and public online spaces and the risks associated with these.</li> <li>● Understand that there are rules about using public spaces online.</li> <li>● Understand that some information online may be untrue (revisit).</li> </ul> <p style="text-align: center;"><b>Y4</b></p> <ul style="list-style-type: none"> <li>● Use an internet search to answer questions on a topic and know there are different search engines available.</li> <li>● Use different search engines and their features, e.g.</li> </ul>	<p><b>Y4</b></p> <ul style="list-style-type: none"> <li>● Use an internet search to answer questions on a topic and know there are different search engines available.</li> <li>● Use different search engines and their features, e.g. Google Image Search, video, sound etc.</li> <li>● Understand copyright issues – what images / videos / sounds are legal and safe to use.</li> <li>● Know that web sites are not always accurate, and that information should be checked before it is used.</li> <li>● Understand some of the risk and rewards involved in publishing online and know how to keep safe.</li> <li>● Recognise the effect that my writing or images may have on others and to respect the ideas and communications of others/they encounter online.</li> <li>● Know that need to have appropriate permission for use of images of friends or those they have found online.</li> </ul>	<p><b>Y5</b></p> <ul style="list-style-type: none"> <li>● Use the internet as a tool for research</li> <li>● Choose the most appropriate search engine for the task, refining as necessary</li> <li>● Recognise reasons that people might publish inaccurate content and check validity.</li> <li>● Identify whether a file has copyright or can be legally downloaded and whether these can be used in their own work</li> <li>● Discuss the differences between an open blog and a forum for a closed community</li> <li>● Understand that you should not publish other peoples' material without their permission</li> <li>● Explain in simple terms the differences between a network, the internet and the world wide web</li> </ul> <p style="text-align: center;">Lead with positivity in online communications.</p>



- Respect the work of others stored on a shared drive (online).
- Publish my work online.

- Navigate to a website by entering a simple web address.
- Know about the risks of advertising or pop-up windows.
- Understand that some information online may be untrue.
- Know how to generate a strong password and can keep my password secret.
- Contribute to online class blogs.
- Understand the need to be respectful online.
- Begin to understand the concept of online bullying and the role of the bystander.
- Develop an understanding of the consequences of online bullying.
- Recall online safety rules for reporting concerns and inappropriate behaviour.

- Google Image Search, video, sound etc.
- Understand copyright issues – what images / videos / sounds are legal and safe to use.
  - Know that web sites are not always accurate, and that information should be checked before it is used.
  - Understand some of the risk and rewards involved in publishing online and know how to keep safe.
  - Recognise the effect that my writing or images may have on others and to respect the ideas and communications of others/they encounter online.
  - Know that need to have appropriate permission for use of images of friends or those they have found online.
  - Know why privacy matters, and how it relates to online security.
  - Review the tools and settings that protect against hackers and other threats.
  - Identify and ignore/cancel unwanted advertising and malicious downloads in the form of popups, video banners, hyperlinked objects.

## Y5

- Know why privacy matters, and how it relates to online security.
  - Review the tools and settings that protect against hackers and other threats.
  - Identify and ignore/cancel unwanted advertising and malicious downloads in the form of popups, video banners, hyperlinked objects.
  - Know that https is used for secure transaction such as on-line banking and identified with a padlock.
- Use the internet as a tool for research
- Choose the most appropriate search engine for the task, refining as necessary
  - Recognise reasons that people might publish inaccurate content and check validity.
  - Identify whether a file has copyright or can be legally downloaded and whether these can be used in their own work
  - Discuss the differences between an open blog and a forum for a closed community

## Y6

- Explain the differences between a network, the internet and the world wide web
- Decide which online communication tool to use to best suit the purpose
- Know that computers use IP addresses to identify each other
- Use specific vocabulary: server, digital data, binary code, URL
- Explain how search engines work; finding and ranking pages in order
- Use range of sources to check validity and recognise different viewpoints.
- Describe possible impact of published content to an audience e.g. the use of advertising Know the meaning of some common website extensions –such as .org, .net, ac, .gov, .co.uk, .fr, .com
- Select copyright free images and sounds from sources such as LGFL audio network and google searches
- Consider what options there are for being brave and why bringing adults into the conversation is important.



		<ul style="list-style-type: none"><li>● Know that https is used for secure transaction such as on-line banking and identified with a padlock.</li></ul>	<ul style="list-style-type: none"><li>● Understand that you should not publish other peoples' material without their permission</li><li>● Explain in simple terms the differences between a network, the internet and the world wide web</li><li>● Lead with positivity in online communications.</li></ul>	
--	--	---	---	--



# Information Technology



Wrens	Robins	Woodpeckers	Owls	Peregrines
<p style="text-align: center;"><b>EYFS</b></p> <ul style="list-style-type: none"> <li>● Develop an interest in ICT by using age appropriate websites or programs.</li> <li>● Use a mouse to rearrange objects and pictures on a screen. Begin to use a keyboard.</li> <li>● Recognise text, images and sound when using ICT.</li> <li>● Use a camera or sound recorder to collect photos or sound</li> <li>● Use a simple pictogram or set of photos to count and organise information.</li> </ul> <p style="text-align: center;"><b>Y1</b></p> <ul style="list-style-type: none"> <li>● Create audio using digital instruments and recordings.</li> <li>● Create/edit an image using a range of 'tools' both on and offline.</li> <li>● Use a keyboard effectively.</li> <li>● Use a word bank for help and use online spelling tools.</li> <li>● Add text to photographs and pictures.</li> </ul>	<p style="text-align: center;"><b>Y1</b></p> <ul style="list-style-type: none"> <li>● Create audio using digital instruments and recordings.</li> <li>● Create/edit an image using a range of 'tools' both on and offline.</li> <li>● Use a keyboard effectively.</li> <li>● Use a word bank for help and use online spelling tools.</li> <li>● Add text to photographs and pictures.</li> <li>● Begin to explain reasons why I have made choices to a teacher or talk partner.</li> <li>● Save my work to the appropriate location.</li> <li>● Begin to retrieve my work.</li> <li>● Print work and pictures.</li> <li>● Make a pictogram and understand what it shows.</li> <li>● Understand that technology can help to create and edit a range of document styles.</li> </ul> <p style="text-align: center;"><b>Y2</b></p> <ul style="list-style-type: none"> <li>● Create audio using digital instruments and recordings.</li> <li>● Create/edit an image using a range of 'tools' both on and offline including 'undo' and 'redo'.</li> </ul>	<p style="text-align: center;"><b>Y3</b></p> <ul style="list-style-type: none"> <li>● Create and insert music and sounds into presentations and documents.</li> <li>● Create and manipulate digital artwork.</li> <li>● Use reasoning about the quality and composition of images.</li> <li>● Perform basic editing on images/video – crop, recolour, resize.</li> <li>● Use numerous design features such as text boxes, borders and WordArt in different layouts and styles.</li> <li>● Use a variety of presentation software to make a sequence of slides.</li> <li>● Add to, sort and search a database.</li> <li>● Interrogate a simple database to answer questions and create charts from the data.</li> <li>● Use a data logger to capture measurements over time.</li> <li>● Create simple bar charts and use them to answer questions.</li> </ul>	<p style="text-align: center;"><b>Y4</b></p> <ul style="list-style-type: none"> <li>● Add information and use the 'field' function within a database.</li> <li>● Sort record cards by using field names and use a database to find the answer to simple questions.</li> <li>● Use the search tool, find information and search for answers to simple questions.</li> <li>● Use a branching database to identify objects and add additional objects to an existing branching database.</li> <li>● Select colour, cell size and text appropriately.</li> <li>● Save and retrieve documents from shared areas using sensible names.</li> <li>● Use data loggers to capture information to use over time.</li> <li>● Use spreadsheet cell references.</li> <li>● Format cells and text appropriately.</li> </ul> <p style="text-align: center;"><b>Y5</b></p> <ul style="list-style-type: none"> <li>● Use 'AND', 'OR', '=&lt;' and '=&gt;' to search a database.</li> <li>● Design questions to search a large database.</li> </ul>	<p style="text-align: center;"><b>Y5</b></p> <ul style="list-style-type: none"> <li>● Use 'AND', 'OR', '=&lt;' and '=&gt;' to search a database.</li> <li>● Design questions to search a large database.</li> <li>● Check for accuracy by checking data, using different views, search tools and graphing.</li> <li>● Build and use databases to support my work.</li> <li>● Enter formulae into a spreadsheet and modify the data, (simple calculations + - / x total).</li> <li>● Make predictions and changes and check results.</li> <li>● Use 'SUM' to calculate the total of a set of numbers in a range of cells.</li> <li>● Create graphs and charts from data in a spreadsheet.</li> <li>● Change data in a spreadsheet to answer 'what if...?' questions and check predictions.</li> <li>● Investigate changes in sound / light/temperature levels using data logging, using continuous logging, snapshot functions and logging over time.</li> </ul>



- Begin to explain reasons why I have made choices to a teacher or talk partner.
- Save my work to the appropriate location.
- Begin to retrieve my work.
- Print work and pictures.
- Make a pictogram and understand what it shows.
- Understand that technology can help to create and edit a range of document styles.

- Word process short pieces of text including the use of formatting tools.
- Begin to explain reasons why I have made choices to a teacher or talk partner.
- Save, print, retrieve and edit my work.
- Find my work to open or print it.
- Use and add to a branching database to find objects using.

#### Y4

- Add information and use the 'field' function within a database.
- Sort record cards by using field names and use a database to find the answer to simple questions.
- Use the search tool, find information and search for answers to simple questions.
- Use a branching database to identify objects and add additional objects to an existing branching database.
- Select colour, cell size and text appropriately.
- Save and retrieve documents from shared areas using sensible names.
- Use data loggers to capture information to use over time.
- Use spreadsheet cell references.
- Format cells and text appropriately.

- Check for accuracy by checking data, using different views, search tools and graphing.
- Build and use databases to support my work.
- Enter formulae into a spreadsheet and modify the data, (simple calculations + - / x total).
- Make predictions and changes and check results.
- Use 'SUM' to calculate the total of a set of numbers in a range of cells.
- Create graphs and charts from data in a spreadsheet.
- Change data in a spreadsheet to answer 'what if...?' questions and check predictions.
- Investigate changes in sound / light/temperature levels using data logging, using continuous logging, snapshot functions and logging over time.

#### Y6

- Copy cells and formulae using copy & paste, and fill across and down.
- Display and interpret data selecting bar charts, pie charts, scatter graphs and line graphs appropriately.
- Match the information in a spreadsheet to the needs of the audience and present data, with appropriate ranges, labelling axes and title.
- Create and amend a spreadsheet to solve a problem through a review of the rules and variables.
- Use databases and branching databases to process, interpret, store, and present information for a specific audience, realising the need for accuracy and checking plausibility.
- Identify opportunities to use data logging to support my work.
- Use data logging devices to investigate changes in the environment over time.
- Use graphical information to answer questions and solve simple problems.







**E-Safety Progression based on Project Evolve**

**Self-Image and Identity**

<b><u>EYFS- Wrens</u></b>	<b><u>Robins</u></b>	<b><u>Woodpeckers</u></b>	<b><u>Owls</u></b>	<b><u>Peregrines</u></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 align="center"><b>Y1</b></p> <p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>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>	<p align="center"><b>Y1</b></p> <p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>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> <p align="center"><b>Y2</b></p> <p>Explain how other people may look and act differently online and offline.</p> <p>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 align="center"><b>Y3</b></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 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 align="center"><b>Y4</b></p> <p>Explain how my online identity can be different to my offline identity.</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>Explain that others online can pretend to be someone else, including my friends, and can</p>	<p align="center"><b>Y4</b></p> <p>Explain how my online identity can be different to my offline identity.</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>Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p align="center"><b>Y5</b></p> <p>Explain how identity online can be copied, modified or altered.</p> <p>Demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p align="center"><b>Y5</b></p> <p>Explain how identity online can be copied, modified or altered.</p> <p>Demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p align="center"><b>Y6</b></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 can give examples of how to get help, both on and offline.</p>

		suggest reasons why they might do this.		Explain the importance of asking until I get the help needed.
--	--	---	--	---



### Online Relationships

<u>EYFS- Wrens</u>	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
<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> <p style="text-align: center;"><b>Y1</b></p> <p>Give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>Explain why it is important to be considerate and kind to</p>	<p style="text-align: center;"><b>Y1</b></p> <p>Give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>Explain why it is important to be considerate and kind to people online and to respect their choices.</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 style="text-align: center;"><b>Y3</b></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>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 why someone may change their mind about trusting anyone with something</p>	<p style="text-align: center;"><b>Y4</b></p> <p>Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</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 style="text-align: center;"><b>Y5</b></p> <p>Give examples of technology-specific forms of</p>	<p style="text-align: center;"><b>Y5</b></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. I can 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>people online and to respect their choices.</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><b>Y2</b></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 another school / country).</p> <p>Explain who I should ask before sharing things about myself or others online. 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>Explain why I have a right to say 'no' or 'I will have to ask someone'.</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 or ignore their answers before sharing something about them online.</p>	<p>if they feel nervous, uncomfortable or worried.</p> <p>Explain how someone's feelings can be hurt by what is said or written online.</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><b>Y4</b></p> <p>Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</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>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. I can 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>Explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Demonstrate how to support others (including those who are having difficulties) online.</p>	<p>Explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Demonstrate how to support others (including those who are having difficulties) online.</p> <p><b>Y6</b></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>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</p>
---	---	---	---	--

				the sharer and others; and who can help if someone is worried about this.
--	--	--	--	---



**Online Reputation**

<b><u>Online Reputation</u></b>				
<b><u>EYFS- Wrens</u></b>	<b><u>Robins</u></b>	<b><u>Woodpeckers</u></b>	<b><u>Owls</u></b>	<b><u>Peregrines</u></b>
<p>Identify ways that I can put information on the internet.</p> <p style="text-align: center;"><b>Y1</b></p> <p>Recognise that information can stay online and could be copied.</p> <p>Describe what information I should not put online without asking a trusted adult first.</p>	<p style="text-align: center;"><b>Y1</b></p> <p>Recognise that information can stay online and could be copied.</p> <p>Describe what information I should not put online without asking a trusted adult first.</p> <p style="text-align: center;"><b>Y2</b></p> <p>Explain how information put online about someone can last for a long time.</p> <p>Describe how anyone's online information could be seen by others.</p>	<p style="text-align: center;"><b>Y3</b></p> <p>Explain how to search for information about others 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>Explain who someone can ask if they are unsure about putting something online.</p> <p style="text-align: center;"><b>Y4</b></p>	<p style="text-align: center;"><b>Y4</b></p> <p>Describe how to find out information about others by searching online.</p> <p>Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>Demonstrate how to support others (including those who are having difficulties) online.</p> <p style="text-align: center;"><b>Y5</b></p> <p>Search for information about an individual online and summarise the information found.</p>	<p style="text-align: center;"><b>Y5</b></p> <p>Search for information about an individual online and summarise the information found.</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 style="text-align: center;"><b>Y6</b></p> <p>Explain the ways in which anyone can develop a positive online reputation.</p>

	<p>Know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>Describe how to find out information about others by searching online.</p> <p>Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>Demonstrate how to support others (including those who are having difficulties) online.</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>Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>
--	--	--	---	--



<u>Online Bullying</u>				
<u>EYFS</u> <u>Wrens</u>	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
<p>Describe ways that some people can be unkind online.</p> <p>Offer examples of how this can make others feel.</p> <p><b>Y1</b></p> <p>Describe how to behave online in ways that do not upset others and can give examples.</p>	<p><b>Y1</b></p> <p>Describe how to behave online in ways that do not upset others and can give examples.</p> <p><b>Y2</b></p> <p>Explain what bullying is, how people may bully others and how bullying can make someone feel.</p>	<p><b>Y3</b></p> <p>Describe appropriate ways to behave towards other people online and why this is important.</p> <p>Give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p><b>Y4</b></p> <p>Recognise when someone is upset, hurt or angry online.</p> <p>Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>Explain why people need to think carefully about how content they post might affect</p>	<p><b>Y5</b></p> <p>Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</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 why anyone who experiences bullying is not to blame.</p> <p>Talk about how anyone experiencing bullying can get help.</p>	<p><b>Y4</b></p> <p>Recognise when someone is upset, hurt or angry online.</p> <p>Describe ways people can be bullied through a range 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>others, their feelings and how it may affect how others feel about them (their reputation).</p> <p><b>Y5</b></p> <p>Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</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>Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</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>Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p><b>Y6</b></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>Explain how someone would report online bullying in different contexts.</p>
--	--	--	---	--

## Managing Online Information

<u>EYFS- Wrens</u>	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
<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 style="text-align: center;"><b>Y1</b></p> <p>Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</p> <p>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.</p> <p>Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p style="text-align: center;"><b>Y1</b></p> <p>Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</p> <p>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.</p> <p>Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> <p style="text-align: center;"><b>Y2</b></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 what voice activated searching is and how it might</p>	<p style="text-align: center;"><b>Y3</b></p> <p>Demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>Explain what autocomplete is and how to choose the best suggestion.</p> <p>Explain how the internet can be used to sell and buy things. 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>Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</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 style="text-align: center;"><b>Y4</b></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. social media, image sites, video sites).</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 that technology can be designed to act like or impersonate living things (e.g.</p>	<p style="text-align: center;"><b>Y5</b></p> <p>Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.</p> <p>Explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.</p> <p>Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</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>Identify ways the internet can draw us to information for</p>



	<p>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>Explain why some information I find online may not be real or true.</p>	<p><b>Y4</b></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. social media, image sites, video sites).</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 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 what is meant by fake news e.g. why some people will</p>	<p>bots) and describe what the benefits and the risks might be.</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><b>Y5</b></p> <p>Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.</p> <p>Explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.</p> <p>Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</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,</p>	<p>different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>Describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>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>Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>Explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p><b>Y6</b></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>create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>opinion, belief, validity, reliability and evidence.</p> <p>Identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>Describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>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>Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>Explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>	<p>Describe how some online information can be opinion and can offer examples.</p> <p>Explain how and why some people may present 'opinions' as 'facts'.</p> <p>Explain 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>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>Understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>Demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p>
--	--	--	--	---

				<p>Describe the difference between online misinformation and dis-information.</p> <p>Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>Identify, flag and report inappropriate content.</p>
--	--	--	--	---



<b>Health, Well-being and Lifestyle</b>				
<b><u>EYFS- Wrens</u></b>	<b><u>Robins</u></b>	<b><u>Woodpeckers</u></b>	<b><u>Owls</u></b>	<b><u>Peregrines</u></b>
<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><b>Y1</b></p> <p>Explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p><b>Y1</b></p> <p>Explain rules to keep myself safe when using technology both in and beyond the home.</p> <p><b>Y2</b></p> <p>Explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in</p>	<p><b>Y3</b></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>Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing</p>	<p><b>Y4</b></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. I can</p>	<p><b>Y5</b></p> <p>Describe ways technology can affect health and wellbeing both positively (e.g. mindfulness apps) and negatively.</p> <p>Describe some strategies, tips or advice to promote health and well-being with regards to technology.</p>

	<p>public places and the home environment.</p> <p>Say how those rules / guides can help anyone accessing online technologies.</p>	<p>homework, games, films, videos).</p> <p>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 web sites).</p> <p><b>Y4</b></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. I can suggest strategies to help with limiting this time.</p>	<p>suggest strategies to help with limiting this time.</p> <p><b>Y5</b></p> <p>Describe ways technology can affect health and wellbeing both positively (e.g. mindfulness apps) and negatively.</p> <p>Describe some strategies, tips or advice to promote health and well-being with regards to technology.</p> <p>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>Explain how and why some apps and games may request or take payment for additional content (e.g. inapp purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>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>Explain how and why some apps and games may request or take payment for additional content (e.g. inapp purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p><b>Y6</b></p> <p>Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <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> <p>Assess and action different strategies to limit the impact of technology on health (e.g.</p>
--	---	---	--	--

				night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
--	--	--	--	---



**Privacy and Security**

<b><u>EYFS- Wrens</u></b>	<b><u>Robins</u></b>	<b><u>Woodpeckers</u></b>	<b><u>Owls</u></b>	<b><u>Peregrines</u></b>
<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; I can explain why they are trusted.</p> <p style="text-align: center;"><b>Y1</b></p> <p>Explain that passwords are used to protect information, accounts and devices.</p> <p>Recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>Explain why it is important to always ask a trusted adult before sharing any personal</p>	<p style="text-align: center;"><b>Y1</b></p> <p>Explain that passwords are used to protect information, accounts and devices.</p> <p>Recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</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 style="text-align: center;"><b>Y2</b></p> <p>Explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of</p>	<p style="text-align: center;"><b>Y3</b></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>Give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>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 web sites).</p>	<p style="text-align: center;"><b>Y4</b></p> <p>Describe strategies for keeping personal information private, depending on context.</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 I can ask if I am not sure.</p> <p>Know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p style="text-align: center;"><b>Y5</b></p>	<p style="text-align: center;"><b>Y5</b></p> <p>Explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>Explain what app permissions are and can give some examples.</p> <p style="text-align: center;"><b>Y6</b></p> <p>Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p>

<p>information online, belonging to myself or others.</p>	<p>what is meant by 'private' and 'keeping things private'.</p> <p>Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p><b>Y4</b></p> <p>Describe strategies for keeping personal information private, depending on context.</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 I can ask if I am not sure.</p> <p>Know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>Explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>Explain what app permissions are and can give some examples.</p>	<p>Explain what to do if a password is shared, lost or stolen.</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 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).</p> <p>Know that online services have terms and conditions that govern their use.</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>
---	---	--	---	--



## Copyright and Ownership

<u>EYFS</u> <u>Wrens</u>	<u>Robins</u>	<u>Woodpeckers</u>	<u>Owls</u>	<u>Peregrines</u>
<p>Know that work I create belongs to me.</p> <p>Name my work so that others know it belongs to me.</p> <p style="text-align: center;"><b>Y1</b></p> <p>Explain why work I create using technology belongs to me.</p> <p>Say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>Save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>Understand that work created by others does not belong to me even if I save a copy.</p>	<p style="text-align: center;"><b>Y1</b></p> <p>Explain why work I create using technology belongs to me.</p> <p>Say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>Save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).</p> <p>Understand that work created by others does not belong to me even if I save a copy.</p> <p style="text-align: center;"><b>Y2</b></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>	<p style="text-align: center;"><b>Y3</b></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 style="text-align: center;"><b>Y4</b></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>Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p style="text-align: center;"><b>Y4</b></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>Give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p style="text-align: center;"><b>Y5</b></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 style="text-align: center;"><b>Y5</b></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 style="text-align: center;"><b>Y6</b></p> <p>Demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>Demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

