

Teach Computing Cycle						
Declarative Knowledge: What I know/ acquisition of skills			Procedural Knowledge: Application of knowledge and skills			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Computer Science</b>	<p><u>(Networks)</u></p> <ul style="list-style-type: none"> <li>I can explain with examples of how technology helps us.</li> <li>I can recognise that a computer is an example of technology.</li> <li>I understand that choices are made with technology and this is why rules are important.</li> <li>I can choose a piece of technology to do a job recognising that technology can be used in different ways.</li> <li>I can identify and use parts of a computer.</li> <li>I can show how to use technology safely.</li> </ul> <p><u>(Programming A)</u></p> <ul style="list-style-type: none"> <li>I can recognise, explain and match a command to an outcome.</li> <li>I understand that a program is a set of commands and that a computer can run.</li> <li>I can predict and then run my command on a floor robot.</li> </ul>	<p><u>(Networks)</u></p> <ul style="list-style-type: none"> <li>I can explain how technology helps us.</li> <li>I can recognise that a computer is an example of technology</li> <li>I understand that choices are made with technology, and therefore rules are important.</li> <li>I can choose a piece of technology for a job and understand that technology can be used in different ways.</li> <li>I can identify and use parts of a computer.</li> <li>I can show how to use technology safely.</li> </ul> <p><u>(Programming A)</u></p> <ul style="list-style-type: none"> <li>I can explain commands, matching them to their appropriate outcome.</li> </ul>	<p><u>(Networks)</u></p> <ul style="list-style-type: none"> <li>I understand that computers need input and output devices.</li> <li>I can identify how devices in a network are connected to one another.</li> <li>I know the benefits of a computer network.</li> <li>I can identify input and output devices and explain the processes they do.</li> <li>I can identify network devices around me and how they connect to one another.</li> <li>I can explain how switches, servers and wireless access points can be used in a network to share information.</li> </ul> <p><u>(Programming A)</u></p> <ul style="list-style-type: none"> <li>I can identify a program that includes a sequence of commands.</li> <li>I can explain the order of commands can affect a program's output.</li> <li>I can identify that different sequences can achieve different</li> </ul>	<p><u>(Networks)</u></p> <ul style="list-style-type: none"> <li>I can describe how networks connect and communicate with each other and that together the global interconnection of networks makes up the internet.</li> <li>I recognise that the World Wide Web (WWW) is a collection of websites and webpages and that the Internet enables us to view these.</li> <li>I understand that the content on the WWW can be created by anyone and shared with everyone.</li> <li>I can describe what the internet is and how devices physically connect.</li> <li>I can describe what the WWW is and the difference between the WWW and the internet.</li> <li>I can describe the different content that can be created</li> </ul>	<p><u>(Networks)</u></p> <ul style="list-style-type: none"> <li>I understand that a computer system is made up of inputs, processes and outputs, and how they play a role in our lives.</li> <li>I understand that computers have rules to follow s that information can be shared over the internet.</li> <li>I can understand the benefits of using computers and how they enable collaborative projects.</li> <li>I can identify inputs, processes, and outputs in a variety of</li> </ul>	<p><u>(Networks)</u></p> <ul style="list-style-type: none"> <li>I understand that there are a number of search engines and I can explain how search results are found, ordered and 'ranked'.</li> <li>I understand why the order of results is important and understand some of the limitations of search engines.</li> <li>I can define 'communication' and discuss the opportunities hat technology offers for communication.</li> <li>I can compare different search engines and explain why search results may be different when searching for the same thing.</li> <li>I can evaluate the results if</li> </ul>

	<ul style="list-style-type: none"> <li>I can choose a series of commands that can be run as a program.</li> <li>I can build a sequence of commands that can be run as a program on a device.</li> </ul> <p><u>(Programming B)</u></p> <ul style="list-style-type: none"> <li>I can explain what a command does.</li> <li>I can predict the outcome of a command on a device.</li> <li>I can build a sequence of commands on a device.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that a program is a set of commands that can run.</li> <li>I can predict and run a command on a given device.</li> <li>I can list commands and give commands for a purpose.</li> <li>I can choose a series of commands that can be run as a program, building a sequence of commands in steps.</li> <li>I can run a program on a device.</li> </ul>	<p>outputs or the same output.</p> <ul style="list-style-type: none"> <li>I can build a sequence of commands.</li> <li>I can combine and order commands in a program.</li> <li>I can create a sequence of commands to produce a given outcome.</li> </ul> <p><u>(Programming B)</u></p> <ul style="list-style-type: none"> <li>I can explain what a sequence is and understand its process.</li> <li>I understand that a program includes a sequence of commands.</li> <li>I can explain that the order of commands/sequences can affect a program's output.</li> <li>I can build, combine and correctly order commands in a sequence to produce a desired output.</li> <li>I can change the sequence of a program to make it more efficient.</li> </ul>	<p>on the WWW and evaluate its reliability and usefulness.</p> <ul style="list-style-type: none"> <li>I can describe the consequences of unreliable content on the WWW.</li> </ul> <p><u>(Programming A)</u></p> <ul style="list-style-type: none"> <li>I can understand and identify 'loops' of repeated code within programs as repeating sets of instructions.</li> <li>I know that looped code within programs can run for an indefinite amount of time, or a specified number of times.</li> <li>I can choose when to use a looped instruction in my program and justify its use.</li> <li>I can use a controlled loop or an indefinite loop to produce a specified output.</li> <li>I can plan a program that includes loops to produce a given outcome.</li> <li>I can create two or more sequences that</li> </ul>	<p>computer systems.</p> <ul style="list-style-type: none"> <li>I can explain how computers 'talk' to one another across a network system in different countries using information or data.</li> <li>I can use a computer system to collaborate on a project.</li> </ul> <p><u>(Programming A)</u></p> <ul style="list-style-type: none"> <li>I understand sequence, selection and repetition in programming.</li> <li>I understand that a conditional statement, using 'if...then...' statements can either be true or false.</li> <li>I understand that a loop can be used to check whether a condition has</li> </ul>	<p>search terms and identify those results from search engines can include adverts and how the adverts can be targeted at specific audiences.</p> <ul style="list-style-type: none"> <li>I can identify ways to communicate without technology and evaluate different methods of online communication effectively.</li> </ul> <p><u>(Programming A)</u></p> <ul style="list-style-type: none"> <li>I know that a variable is something that can be changed in a program.</li> <li>I can identify variables and recognise that variables can be letters or numbers.</li> <li>I know that variables have specific names and can be used by programs to</li> </ul>
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				<p>can run at the same time.</p> <p><u>(Data and Information)</u></p> <ul style="list-style-type: none"> <li>• I can recognise that sensors can be used to gather data to answer a specific question,</li> <li>• I understand what type of data to collect to answer a specific question.</li> <li>• I can explain that a data logger captures data from specific points in time using an appropriate environmental sensor.</li> <li>• I know where to place a sensor to collect specific data to answer a question.</li> <li>• I can identify a time frame and appropriate sensor to use, to capture data to answer a specific question.</li> <li>• I can collect, analyse, evaluate, and present data in order to answer a specific question.</li> </ul>	<p>been met or not, and that it can stop when the condition has been met.</p> <ul style="list-style-type: none"> <li>• I can define sequence as being the order of instructions in a program, selection as being the outcome of a conditional statement and repetition as a count-controlled loop in a program which stops when a condition is met.</li> <li>• I can use a condition in an 'if...then' statement to produce a given outcome and then show that a condition can switch program flow in one of two ways.</li> <li>• I can experiment with a 'repeat</li> </ul>	<p>change outcomes.</p> <ul style="list-style-type: none"> <li>• I can identify variables in existing programs and experiment with changing them.</li> <li>• I can decide where in a program to set a variable and use an event to update it.</li> <li>• I can use a variable in a condition statement to control the flow of a program.</li> </ul>
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					‘until’ loop, changing counts and events within a loop.	
<b>Information Technology</b>	<p>(Digital Painting)</p> <ul style="list-style-type: none"> <li>I can explain what different freehand tools do, including how computers can be used to create art.</li> <li>I understand how to adjust a tool to suit my needs, deciding on the appropriate tool for use and considering the impact of my choice.</li> <li>I can compare painting used with a computer to a painting using brushes.</li> <li>I can create a picture using freehand tools, shape and line.</li> <li>I can use a range of paint colours and use the fill tool when needed.</li> <li>I can use the undo button to correct a mistake.</li> </ul> <p>(Digital Writing)</p> <ul style="list-style-type: none"> <li>I understand that a keyboard enters text and changes the output of a key.</li> </ul>	<p>(Pictograms)</p> <ul style="list-style-type: none"> <li>I can use a tally chart to collect data, suggesting appropriate headings.</li> <li>I can use a computer program to present information, in different ways, explaining my reasoning in each case.</li> <li>I can give examples of why some information should not be shared.</li> <li>I can enter and view data on a computer.</li> <li>I recognise that people, animals and objects can be described by attributes.</li> <li>I can use a computer to answer single-attribute and comparison questions.</li> </ul> <p>(Photography)</p>	<p>(Stop frame animations)</p> <ul style="list-style-type: none"> <li>I understand that an animation is made up of a sequence of images.</li> <li>I understand that a capturing device needs to be in a fixed position.</li> <li>I understand that smaller movements create smaller animations.</li> <li>I understand that a project must be exported to be able to be shared.</li> <li>I can use onion skinning to review subject position.</li> <li>I can plan a storyboard sequence, capture an image and move a subject between captures.</li> <li>I can review and edit my captures before exporting media.</li> </ul>	<p>(Audio Production)</p> <ul style="list-style-type: none"> <li>I understand that an input device is needed to record sound.</li> <li>I understand that output devices are needed to play audio.</li> <li>I can recognise that sound can be represented visually as a waveform.</li> <li>I understand that audio can be layered so that multiple sounds can be played at the same time.</li> <li>I can record sound using a computer.</li> <li>I can import audio into a project.</li> <li>I can delete and edit a section of audio.</li> </ul> <p>(Photo Editing)</p> <ul style="list-style-type: none"> <li>I can recognise that images can be changed for different purposes.</li> <li>I can recognise that not all images are real and that they can be manipulated.</li> <li>I can consider the impact of the changes</li> </ul>	<p>(Video Production)</p> <ul style="list-style-type: none"> <li>I can identify the key concepts of video composition.</li> <li>I can explain why I need to plan and create a video storyboard, capture video according to my plan and edit my finished product.</li> <li>I can recognise how to identify improvements to my video and can consider the effect of editing choices made.</li> <li>I can use a video recording device to carry out – recording, panning, focusing, zooming and</li> </ul>	<p>(Introduction to spreadsheets)</p> <ul style="list-style-type: none"> <li>I can explain what data is, and that it needs a context.</li> <li>I know a range of the different types of software that deal with and organise data.</li> <li>I can organise and present data appropriately, evaluating my data presentation and results in comparison the questions asked.</li> <li>I can give examples of data types and contexts in which they may be used.</li> <li>I can identify and use the data handling software and input to present and evaluate data.</li> </ul>

	<ul style="list-style-type: none"> <li>• I know that a text can be edited and changed.</li> <li>• I can consider the impact of choices made.</li> <li>• I can use a keyboard to enter or remove text – including letters, numbers or special characters.</li> <li>• I can select and change the position of the text in a document.</li> <li>• I can choose options to achieve a desired effect including changing the appearance of text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that some digital devices can capture images using a camera.</li> <li>• I can discuss photographs including their composition, how to take them and ways to use them digitally.</li> <li>• I can explain how to improve photographs including use of light.</li> <li>• I know that some photographs are not accurate.</li> <li>• I can capture a digital image in either landscape or portrait mode.</li> <li>• I can use the zoom on the camera to change the composition of the photos and consider the use of light before taking my photograph.</li> <li>• I can use filters to edit the appearance of the photograph.</li> </ul>		<p>made on the quality of the image.</p> <ul style="list-style-type: none"> <li>• I can change the composition of images, including arranging images, cropping images and editing out part of an image.</li> <li>• I can apply changes to the whole images or part of an image including adjusting colours, adding filters, retouching, cloning and adding effects.</li> <li>• I can add to an image including drawing, add text and adding an element such as borders.</li> </ul>	<p>editing specific recording effects e.g. filters.</p> <ul style="list-style-type: none"> <li>• I can locate playback and transfer and export a video I have recorded.</li> <li>• I can edit my video and justify my choices for:</li> </ul> <p>Selecting specific sections, applying effects, deleting sections, splitting sections and cropping sections of video.</p>	<ul style="list-style-type: none"> <li>• I can apply formulas to data explaining how my data presentation represents the answer to a specific question.</li> </ul> <p>(Webpage creation)</p> <ul style="list-style-type: none"> <li>• I understand that a website is a set of hyperlinked web pages and understand that the relationship between HTML and what appears on the webpage.</li> <li>• I can consider the ownership and use of images (copyright) on a website.</li> <li>• I understand the need for a navigation pathway in webpage design.</li> <li>• I can review an existing webpage (navigation bars, header)</li> <li>• I can create a new blank</li> </ul>
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						<p>webpage and add text, images, change styles of font and embed media.</p> <ul style="list-style-type: none"> <li>I can insert hyperlinks between pages and link to another site.</li> </ul>
<b>Digital Literacy</b>	<p><b>(Self – Image and Identity)</b></p> <ul style="list-style-type: none"> <li>I understand that there may be people online who make someone feel sad, embarrassed, or upset and how a speaking to a trusted adult will help.</li> <li>I can describe who my trusted adults are and how they can help.</li> </ul>	<p><b>(Self – Image and Identity)</b></p> <ul style="list-style-type: none"> <li>I understand how other people may look and act differently online and of-line.</li> <li>I can describe how to get help if someone has an issue online.</li> </ul>	<p><b>(Self – Image and Identity)</b></p> <ul style="list-style-type: none"> <li>I understand the term ‘identity’ and how people can represent themselves in different ways online.</li> <li>I can recognise different ways people represent themselves online.</li> </ul>	<p><b>(Self – Image and Identity)</b></p> <ul style="list-style-type: none"> <li>I can understand how online identities can differ to offline identities and how people can pretend to be someone else online.</li> <li>I can understand positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>I am able to explain how my online identity can be different to my offline identity.</li> <li>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul>	<p><b>(Self – Image and Identity)</b></p> <ul style="list-style-type: none"> <li>I can understand how online identities can differ to offline identities and how people can pretend to be someone else online.</li> <li>I can understand positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>I can understand the importance of challenging and rejecting inappropriate representations online</li> <li>I can understand issues online that could make anyone feel sad, worried, uncomfortable, or frightened and how to get help when needed and</li> </ul>	<p><b>(Self – Image and Identity)</b></p> <ul style="list-style-type: none"> <li>I can understand the importance of challenging and rejecting inappropriate representations online</li> <li>I can understand issues online that could make anyone feel sad, worried, uncomfortable, or frightened.</li> <li>I can recognise how to get help when needed and the importance of asking for help.</li> <li>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</li> <li>I can describe issues online that could make anyone feel</li> </ul>

					the importance of asking for help.	sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline. <ul style="list-style-type: none"> <li>I can explain the importance of asking until I get the help needed.</li> </ul>
<b>Digital Literacy</b>	<b>(Online Relationships)</b> <ul style="list-style-type: none"> <li>I can understand the importance /when and how to ask for permission to do something online.</li> <li>I can understand how to use the internet with adult supervision for a purpose.</li> <li>I can give examples of when I should ask permission to do something online and explain why this is important.</li> <li>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</li> <li>I can explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul>	<b>(Online Relationships)</b> <ul style="list-style-type: none"> <li>I can understand that someone may use the internet to communicate with others they don't know online and why this can be dangerous.</li> <li>I can understand the importance of asking permission before sharing information online.</li> <li>I can understand feelings around information being posted without consent and the importance of speaking to a trusted adult.</li> <li>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).</li> <li>I can explain who I should ask before sharing things about myself or others online.</li> <li>To describe different ways to ask for, give, or deny my permission online and can</li> </ul>	<b>(Online Relationships)</b> <ul style="list-style-type: none"> <li>I can understand that 'knowing someone' online may be different to knowing someone offline.</li> <li>I can understand the difference between 'trusting someone online' and 'liking someone online'.</li> <li>I recognise the importance of being careful around who I trust online.</li> <li>I can understand how someone's feelings can be hurt by what is written online.</li> <li>I can give examples of how knowing someone online is different to knowing someone in real life.</li> <li>I can explain who I can talk to if I see something that is upsetting online.</li> </ul>	<b>(Online Relationships)</b> <ul style="list-style-type: none"> <li>I can understand strategies for safe and fun experiences online.</li> <li>I can understand how to be respectful online and to recognise healthy and unhealthy online behaviours.</li> <li>I can recognise how content is important to people's thoughts, feelings and beliefs.</li> <li>I can explain how to be safe online.</li> <li>I can give examples of being respectful online.</li> </ul>	<b>(Online Relationships)</b> <ul style="list-style-type: none"> <li>I can understand technology-specific forms of communication (emojis, memes and GIFs).</li> <li>I can understand that there are some people who I communicate with online who may want to do me or my friends harm and recognise that it is not my fault.</li> <li>I can understand some of the ways people may be involved in online communities and describe how they might collaborative constructively with others and make positive contributions (e.g. gaming, social media groups)</li> </ul>	<b>(Online Relationships)</b> <ul style="list-style-type: none"> <li>I can understand how sharing something online may have an impact either positively or negatively.</li> <li>I can understand 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.</li> <li>To understand how things shared privately online can have unintended consequences for others. e.g., screengrabs</li> <li>To understand the impact of taking or sharing inappropriate images of someone (e.g., embarrassing images), even if they say it is okay.</li> <li>I can give examples of how trusted adults can help if someone is worried about this.</li> </ul>

		<p>identify who can help me if I am not sure.</p> <ul style="list-style-type: none"> <li>• To 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 worried.</li> </ul>			<ul style="list-style-type: none"> <li>• I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li> <li>• I can give examples of how to support others who are having difficulties online.</li> </ul>	
	<p><b>(Online Bullying)</b></p> <ul style="list-style-type: none"> <li>• I can understand how to behave online.</li> <li>• I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul>	<p><b>(Online Bullying)</b></p> <ul style="list-style-type: none"> <li>• I can understand what bullying is, how it can make someone feel and how to get help.</li> <li>• I can understand that anyone who experiences bullying is not to blame.</li> <li>• I can give examples of when to talk to a trusted adult.</li> </ul>	<p><b>(Online Bullying)</b></p> <ul style="list-style-type: none"> <li>• I can understand how to behave appropriately online and why this is important.</li> <li>• I can give examples of appropriate ways to behave towards other people online and why this is important.</li> <li>• I can give examples of how bullying behaviour could appear online and how someone can get support.</li> </ul>	<p><b>(Online Bullying)</b></p> <ul style="list-style-type: none"> <li>• I can understand when someone is upset, hurt or angry online.</li> <li>• I can understand that people can be bullied online through a range of media and how this can affect someone.</li> <li>• I can recognise when someone is upset, hurt or angry online.</li> <li>• I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>• 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</li> </ul>	<p><b>(Online Bullying)</b></p> <ul style="list-style-type: none"> <li>• I can understand and recognise that online bullying can be different to bullying in the physical world.</li> <li>• I can understand that what one person perceives as playful joking may be experienced as bullying to others.</li> <li>• I can understand how people can get help for being bullied online and when/ how to</li> </ul>	<p><b>(Online Bullying)</b></p> <ul style="list-style-type: none"> <li>• I can understand the importance of capturing bullying evidence to share with people to help me.</li> <li>• I can understand how to report online bullying in different contexts.</li> <li>• I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> <li>• I can explain how someone would report online bullying</li> </ul>

				<b>them (their reputation).</b>	<b>identify a trusted adult and be able to identify helpline services.</b> <ul style="list-style-type: none"><li>• <b>I can understand how to block abusive users.</b></li><li>• <b>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</b></li><li>• <b>I can describe how what one person perceives as playful joking and teasing (including ‘banter’) might be experienced by others as bullying.</b></li><li>• <b>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</b></li></ul>	<b>in different contexts.</b>
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					<ul style="list-style-type: none"> <li>• I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</li> <li>• I can explain how to block abusive users.</li> <li>• I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline)</li> </ul>	
	<p><b>(Managing Online Behaviour)</b></p> <ul style="list-style-type: none"> <li>• I can understand how to find information using digital technologies.</li> <li>• I can understand that there are sometimes things online that we like/ don't like or that are not real.</li> <li>• I can recognise know how to get help from a trusted adult.</li> <li>• I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</li> </ul>	<p><b>(Managing Online Behaviour)</b></p> <ul style="list-style-type: none"> <li>• I can understand how to put keywords in search engines and how navigate a simple webpage to get information.</li> <li>• I can understand the difference between things that are imaginary, made up, make believe and things that are true.</li> <li>• I can understand that information</li> </ul>	<p><b>(Managing Online Behaviour)</b></p> <ul style="list-style-type: none"> <li>• I can understand and use key phrases in search engines to gather accurate information.</li> <li>• I can understand that the internet can be for a range of purposes e.g., buy and sell.</li> <li>• I can recognise the difference between a 'belief,' an 'opinion' and a 'fact.'</li> <li>• I can understand how to get help from a trusted adult.</li> <li>• I can demonstrate how to use key phrases in search engines to</li> </ul>	<p><b>(Managing Online Behaviour)</b></p> <ul style="list-style-type: none"> <li>• I can understand to analyse information about the probable accuracy of information and be able to apply this when exploring different technologies e.g., social media, image sites, video sites.</li> <li>• I can understand that in-app purchases and op ups can appear when playing online to encourage people to buy them.</li> <li>• I can understand the risks with technology</li> </ul>	<p><b>(Managing Online Behaviour)</b></p> <ul style="list-style-type: none"> <li>• I can understand that some technology can limit the information that we are presented with.</li> <li>• I can understand and be able to make choices about what is trustworthy.</li> <li>• I can understand ways that the internet can</li> </ul>	<p><b>(Managing Online Behaviour)</b></p> <ul style="list-style-type: none"> <li>• I can understand how search engines work and how results are selected.</li> <li>• I can understand the terms 'influence,' 'manipulation' and 'persuasion' and how these may be encountered online.</li> <li>• I can understand the concept of</li> </ul>

	<ul style="list-style-type: none"> <li>• To 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.</li> <li>• To know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	<p><b>online may not be real or true.</b></p> <ul style="list-style-type: none"> <li>• I can use simple keywords in search engines</li> <li>• 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).</li> <li>• 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).</li> <li>• I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</li> <li>• I can explain why some information I find online may not be real or true.</li> </ul>	<p>gather accurate information online.</p> <ul style="list-style-type: none"> <li>• I can explain what autocomplete is and how to choose the best suggestion.</li> <li>• I can explain how the internet can be used to sell and buy things</li> <li>• 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.</li> <li>• I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</li> <li>• 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</li> </ul>	<p><b>being designed to impersonate living things.</b></p> <ul style="list-style-type: none"> <li>• I can understand the term 'fake news' and why people may alter pictures and put them online to pretend something is true when it is not.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul>	<p><b>draw us to information for different agendas e.g., targeted ads.</b></p> <ul style="list-style-type: none"> <li>• I can understand the term 'stereotype' and how these are amplified and reinforced online.</li> <li>• I can understand 'fake news' and how this may affect people's feelings.</li> <li>• I can understand what is meant by a 'hoax' and the importance of needing to think before they share.</li> <li>• I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.</li> </ul>	<p><b>persuasive design and how this is used to influence peoples' choices.</b></p> <ul style="list-style-type: none"> <li>• I can understand how to analyse information and check the validity of 'facts.'</li> <li>• I can understand the terms 'online misinformation' and 'disinformation.'</li> <li>• I can understand how to report and flag inappropriate content.</li> <li>• I can explain how search engines work and how results are selected and ranked.</li> <li>• I can explain how to use search technologies effectively.</li> <li>• I can describe how some online information can be opinion and</li> </ul>
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				<p>these when they appear online.</p> <ul style="list-style-type: none"> <li>• I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</li> <li>• I can 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.</li> <li>• 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.</li> </ul>	<p>I can explain how some technology can limit the information I am presented with.</p> <ul style="list-style-type: none"> <li>• I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</li> <li>• I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</li> <li>• I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> <li>• I can identify ways the</li> </ul>	<p>can offer examples.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</li> <li>• I can understand the concept of persuasive design and how it can be used to influence peoples' choices.</li> </ul>
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					<p>internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</p> <ul style="list-style-type: none"><li>• I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.</li><li>• 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.</li><li>• I can describe the difference between online misinformation and dis-information</li><li>• I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of</li></ul>
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					<ul style="list-style-type: none"> <li>• I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful.</li> <li>• I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share.</li> </ul>	<p>misinformation or disinformation).</p> <ul style="list-style-type: none"> <li>• I can identify, flag and report inappropriate content.</li> </ul>
	<p>(Health, Wellbeing and Lifestyle)</p> <ul style="list-style-type: none"> <li>• I can understand how to keep myself safe when using technology</li> <li>• I can explain rules to keep myself safe when using technology both in and beyond the home.</li> </ul>	<p>(Health, Wellbeing and Lifestyle)</p> <ul style="list-style-type: none"> <li>• I can understand how to keep safe when using technology in different settings and how these rules can help.</li> <li>• I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and</li> </ul>	<p>(Health, Wellbeing and Lifestyle)</p> <ul style="list-style-type: none"> <li>• I can understand that too much time using technology can have a negative impact on people.</li> <li>• I can understand the importance of age restrictions.</li> <li>• 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</li> </ul>	<p>(Health, Wellbeing and Lifestyle)</p> <ul style="list-style-type: none"> <li>• I can understand that technology can become a distraction for people in both positive and negative ways.</li> <li>• I can understand that we need to have a time limit at times on technology.</li> <li>• I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> <li>• I can identify times or situations when</li> </ul>	<p>(Health, Wellbeing and Lifestyle)</p> <ul style="list-style-type: none"> <li>• I can understand that technology can affect health and wellbeing both positively and negatively.</li> <li>• I can understand that technology can be used to as a benefit towards health and</li> </ul>	<p>(Health, Wellbeing and Lifestyle)</p> <ul style="list-style-type: none"> <li>• I can understand that there are systems that regulate age-related consent.</li> <li>• I can understand that there are different strategies to limit the impact of technology on health.</li> <li>• I can describe common systems that regulate age-</li> </ul>

		<p>the home environment.</p> <ul style="list-style-type: none"> <li>I can say how those rules / guides can help anyone accessing online technologies</li> </ul>	<p>easy to spend a lot of time engaged</p> <ul style="list-style-type: none"> <li>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</li> </ul>	<p>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><b>wellbeing but balanced with talking to health professionals.</b></p> <ul style="list-style-type: none"> <li>I can understand the importance of asking for permission from a trusted adult before purchasing anything.</li> <li>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</li> <li>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</li> <li>I can recognise the benefits and risks of accessing information</li> </ul>	<p>related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <ul style="list-style-type: none"> <li>I can recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</li> <li>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</li> <li>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).</li> </ul>
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					<p>about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
	<p><b>(Privacy and Security)</b></p> <ul style="list-style-type: none"> <li>I can understand how and why passwords are used.</li> <li>I can understand which information is private and reasons why this information is private.</li> <li>I can understand the importance of asking</li> </ul>	<p><b>(Privacy and Security)</b></p> <ul style="list-style-type: none"> <li>I can understand how and why passwords are used.</li> <li>I can understand what is meant by keeping things private and the key rules for keeping</li> </ul>	<p><b>(Privacy and Security)</b></p> <ul style="list-style-type: none"> <li>I can understand how to keep passwords private.</li> <li>I can understand who to share information with e.g., trusted adults.</li> <li>I can understand that devices can collect and share information.</li> </ul>	<p><b>(Privacy and Security)</b></p> <ul style="list-style-type: none"> <li>I can understand how to keep passwords private.</li> <li>I can understand that the internet is monitored</li> <li>I can understand what the digital age of consent is and the impact of this.</li> </ul>	<p><b>(Privacy and Security)</b></p> <ul style="list-style-type: none"> <li>I can understand what a strong password is.</li> <li>I can understand that many free apps may</li> </ul>	<p><b>(Privacy and Security)</b></p> <ul style="list-style-type: none"> <li>I can understand how people can manage passwords and what to do if a password is shared, lost, or stolen.</li> </ul>

	<p><b>a trusted adult before sharing information.</b></p> <ul style="list-style-type: none"> <li>• I can explain how passwords are used to protect information, accounts and devices.</li> <li>• I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</li> <li>• I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> </ul>	<p><b>information private</b></p> <ul style="list-style-type: none"> <li>• I can explain how passwords can be used to protect information, accounts and devices.</li> <li>• I can explain and give examples of what is meant by ‘private’ and ‘keeping things private’.</li> <li>• I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe simple strategies for creating and keeping passwords private.</li> <li>• 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.</li> <li>• I can describe how connected devices can collect and share anyone’s information with others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe strategies for keeping personal information private, depending on context.</li> <li>• I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</li> <li>• 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.</li> <li>• I know what the digital age of consent is and the impact this has on online services asking for consent.</li> </ul>	<p><b>share private information.</b></p> <ul style="list-style-type: none"> <li>• I can understand what app permissions are.</li> <li>• I can explain what a strong password is and demonstrate how to create one</li> <li>• 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.</li> <li>• I can explain what app permissions are and can give some examples.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand why people should keep software up to date.</li> <li>• I can understand how to increase privacy on apps and services and recognise ways that some online content targets people.</li> <li>• I can understand that online services have terms and conditions that govern their use.</li> <li>• I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</li> <li>• I can explain what to do if a password is shared, lost or stolen.</li> <li>• I can describe how and why people should keep their software and</li> </ul>
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						<p>apps up to date, e.g. auto updates.</p> <ul style="list-style-type: none"> <li>• I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> <li>• 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).</li> <li>• I know that online services have terms and conditions that govern their use.</li> </ul>
	<p><b>(Copyright and Ownership)</b></p> <ul style="list-style-type: none"> <li>• I can understand that work created using technology belongs to me and to be able to save my work under and suitable title.</li> <li>• I can understand that work created by</li> </ul>	<p><b>(Copyright and Ownership)</b></p> <ul style="list-style-type: none"> <li>• I can understand that content online may belong to other people and be able to explain this.</li> </ul>	<p><b>(Copyright and Ownership)</b></p> <ul style="list-style-type: none"> <li>• I can understand that copying someone else’s work from the internet without permission is not fair and the repercussions of this.</li> <li>• I can explain why copying someone else’s work from the internet</li> </ul>	<p><b>(Copyright and Ownership)</b></p> <ul style="list-style-type: none"> <li>• I can understand the importance of considering who owns the information from a search online.</li> <li>• I can understand content which must not be used without</li> </ul>	<p><b>(Copyright and Ownership)</b></p> <ul style="list-style-type: none"> <li>• I can understand how to assess when it is acceptable to use work from others.</li> </ul>	<p><b>(Copyright and Ownership)</b></p> <ul style="list-style-type: none"> <li>• I can understand and use search tools to access work which can be reused by others.</li> </ul>

	<p><b>others does not belong to me even if I save a copy.</b></p> <ul style="list-style-type: none"> <li>• I can explain why work I create using technology belongs to me</li> <li>• I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’).</li> <li>• I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</li> <li>• I can recognise that work created by others does not belong to me even if I save a copy</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that content on the internet may belong to other people.</li> <li>• I can describe why other people’s work belongs to them.</li> </ul>	<p>without permission isn’t fair and can explain what problems this might cause.</p>	<p><b>permission from the owner.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</li> </ul>	<ul style="list-style-type: none"> <li>• I can assess and justify when it is acceptable to use the work of others</li> <li>• I can give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can understand referencing and acknowledging sources that have been used from the internet.</b></li> <li>• I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>• I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> </ul>
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