



## Progression Plan for Computing

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Computer Science</b>								
<b>Computational Thinking</b>	<ul style="list-style-type: none"> <li>- Follow simple oral algorithms. (instructions)</li> <li>- Spot simple patterns.</li> <li>- Sequence simple familiar tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow simple oral algorithms. (instructions)</li> <li>- Spot simple patterns.</li> <li>- Sequence simple familiar tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand what algorithms are.</li> <li>- Write simple algorithms.</li> <li>- Understand that the sequence of algorithms is important.</li> <li>- Debug simple programs when the steps are out of order.</li> <li>- Understand that algorithms are implemented as programs on digital devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain what algorithms are.</li> <li>- Write algorithms for everyday tasks.</li> <li>- Use logical reasoning to predict the outcome of simple algorithms.</li> <li>- Implement simple algorithms on 2Code displaying a growing awareness of the need for logical, programmable steps.</li> <li>- Debug algorithms.</li> </ul>	<ul style="list-style-type: none"> <li>- Create algorithms for use when programming by deconstructing it into manageable parts.</li> <li>- Decompose tasks into separate steps to create an algorithm.</li> <li>- Identify patterns and use timers to achieve repetition in algorithms.</li> <li>- Identify an error within their program and then fix it.</li> </ul>	<ul style="list-style-type: none"> <li>- Write increasingly more precise algorithms.</li> <li>- Create program designs that show they are thinking of a program in logical, achievable steps.</li> <li>- Use coding structures for selection and repetition.</li> <li>- Make more intuitive attempts, using logical reasoning, to debug their own programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Solve problems by deconstructing it into manageable parts.</li> <li>- Test, evaluate and debug programs as they go.</li> <li>- Use logical methods to identify the approximate cause of any bug.</li> <li>- Translate algorithms that include sequence, selection and repetition with increasing ease.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and make use of patterns across programming projects, applying skills from previous programs.</li> <li>- Write precise algorithms, identifying the important aspects of the task (abstraction) and then decomposing them in a logical way.</li> <li>- Use logical methods to identify the cause of bugs, demonstrating a systematic approach to identify the problem.</li> <li>- Critically evaluate my work and suggest improvements.</li> </ul>
<b>Coding/ Programming</b>		<ul style="list-style-type: none"> <li>- Use a mouse, touch screen or appropriate access device to target and select options on screen.</li> <li>- Input a simple sequence of commands to control a digital device with support (Bee Bot)</li> </ul>	<ul style="list-style-type: none"> <li>- Create a simple program e.g. sequence of instructions for a Bee Bot.</li> <li>- Use sequence in programs to locate and fix bugs.</li> <li>- Read code one line at a time and make good attempts to envision the overall effect of the program.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that programs execute by following precise and unambiguous instructions.</li> <li>- Create simple programs.</li> <li>- Use logical reasoning to predict the outcome of simple algorithms.</li> <li>- Debug programs of increasing complexity.</li> </ul>	<ul style="list-style-type: none"> <li>- Design and create programs.</li> <li>- Write programs to accomplish a specific goal.</li> <li>- Use repetition in programs and work with various forms of input.</li> <li>- Make good attempts to 'step through' more complex code to identify and correct errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple selection in programs, using 'IF statements'.</li> <li>- Use of timers for repetition are becoming more logical and integrated into their program designs.</li> <li>- Work with various forms of output.</li> <li>- Use logical reasoning to systematically detect and correct errors in programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Combine sequence, selection and repetition into code with increasing ease.</li> <li>- Create programs by decomposing them into smaller parts.</li> <li>- Use conditions in repetition commands.</li> <li>- Work with variables</li> <li>- Begin to think about code structure in terms of being able to debug and interpret the code later e.g. use of tabs to organise code.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of sequence, selection and repetition commands combined with variables as required to implement my design.</li> <li>- Coding displays and improving knowledge of variables in coding, outputs such as sound and movement, inputs from the user such as button clicks and the value of functions.</li> <li>- Evaluate work and identify errors.</li> </ul>



Computer Networks (KS2)					<ul style="list-style-type: none"> <li>- understand computers in a school are connected together in a network.</li> <li>- understand why computers are networked</li> <li>- List ways the internet can be used to communicate in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the main component parts of hardware which allow computers to join and form a network.</li> <li>- Understand how email is sent across the internet.</li> <li>- Understand how the internet enables us to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the value but also be aware of the main dangers of computer networks.</li> <li>- Recognise how to keep personal information safe.</li> <li>- Use search technologies effectively.</li> <li>Understand how we use web pages on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and explain the difference between the internet and the World Wide Web.</li> <li>- Describe what WAN and LAN are and describe how they access the internet in school.</li> </ul>
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**Information Technology**

Word Processing/ Typing and presenting information	<ul style="list-style-type: none"> <li>- Play on a touch screen game and use computers, keyboards, mouse in role play.</li> </ul>	<ul style="list-style-type: none"> <li>- Play on a touch screen game and gain increasing confidence using computers, keyboards and a mouse.</li> <li>- Begin to type letters using a keyboard and tablet.</li> </ul>	<ul style="list-style-type: none"> <li>- Type words correctly on a digital device.</li> <li>- Use the space bar and delete keys.</li> <li>- Start a new line by using enter/return.</li> <li>- Add labels to an image.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the space bar only once between words and navigate to words letter to edit</li> <li>- Copy and paste images and text</li> <li>- Use caps locks for capital letters.</li> <li>- Add/import images alongside text in a word processed document.</li> <li>- Make a fact-file to organise information.</li> </ul>	<ul style="list-style-type: none"> <li>- Use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l</li> <li>- Edit the style and effect of my text and images to make my document more engaging and eye-catching. E.g. font style and colour.</li> <li>- Begin to use cut, copy and paste to quickly duplicate and organise text.</li> <li>- Create pages in a presentation and use transitions.</li> <li>- Create pages in a presentation and use transitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.</li> <li>- Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text.</li> <li>- Use font sizes appropriately for audience and purpose.</li> <li>- Judge the suitability of their text for the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to apply other useful effects to my documents such as paragraph formatting and hyperlinks.</li> <li>- Import sounds to accompany and enhance the text in my document.</li> <li>- organise and reorganise text on screen to suit a purpose.</li> <li>- Add and edit images to a document.</li> <li>- Add text boxes and tables to present information.</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently choose the best application to demonstrate my learning and to communicate to a specific audience.</li> <li>- Format text to suit a purpose.</li> <li>- Publish my documents online regularly and discuss the audience and purpose of my content.</li> </ul>
Data Handling	<ul style="list-style-type: none"> <li>- Sort physical objects in a given way e.g. by colour, size etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Sort physical objects, take a picture and discuss what I have done.</li> <li>- Identify a chart</li> <li>- Present simple data on a digital device.</li> </ul>	<ul style="list-style-type: none"> <li>- Sort images or text into two or more categories on a digital device.</li> <li>- Collect data on a topic.</li> <li>- Create a tally chart and pictogram.</li> <li>- Explain what I have done and what it shows me.</li> </ul>	<ul style="list-style-type: none"> <li>- Sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts.</li> <li>- Explain what the data shows me.</li> <li>- Create a simple branching database using questions</li> </ul>	<ul style="list-style-type: none"> <li>- Create my own sorting diagram</li> <li>- Create more complex branching databases using images and text.</li> <li>- Input simple data into a spreadsheet.</li> <li>- Enter simple formulae to perform calculations.</li> <li>- Enter data for a graph and present</li> </ul>	<ul style="list-style-type: none"> <li>- Create my own online multiple choice questionnaire.</li> <li>- Input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts.</li> <li>- Understand how data is collected.</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple formulae to solve calculations including =sum and other statistical functions and use the count tool.</li> <li>- Edit and format different cells in a spreadsheet.</li> <li>- Use spreadsheets to model real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Write spreadsheet formula to solve more challenging maths problems, including .percentages and averages.</li> <li>- Understand how to sort data.</li> <li>- Create and publish my own online quiz with a range of question types and</li> </ul>



				<ul style="list-style-type: none"> <li>- Conduct simple searches in a database.</li> <li>- Begin to familiarise themselves with a spreadsheet.</li> </ul>	data in a range of graphical formats.		<ul style="list-style-type: none"> <li>- Enter information into a class database and search databases to answer questions.</li> </ul>	media (images and video).
<b>Digital media (music, videos, digital art, blogs, eBooks)</b>	<ul style="list-style-type: none"> <li>- Take a photograph.</li> <li>- Find ways to change your voice (tube, tin can, shouting to create an echo)</li> </ul>	<ul style="list-style-type: none"> <li>- Take a photograph.</li> <li>- Explore simple paint and brush tools to create digital art.</li> <li>- Create a simple drum beat pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a paint/drawing app to create a digital image.</li> <li>- Create a short sequence of sounds.</li> <li>- Understand the difference between traditional books and eBooks.</li> <li>- Use drawing tools, text, sounds and voice recordings to create a simple eBook.</li> </ul>	<ul style="list-style-type: none"> <li>- Select and use a variety of tools and effects to create digital art- controlling the pen and using the fill tool.</li> <li>- Cut images with accuracy to layer on other images.</li> <li>- Create a musical composition using software.</li> <li>- Explore how a story can be presented in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a simple mind map.</li> <li>- Create effective digital art work and incorporate it into other documents.</li> <li>- Attach a range of media to an email.</li> <li>- Explore and use simulations.</li> </ul>	<ul style="list-style-type: none"> <li>- Manipulate shapes to create digital art.</li> <li>- Edit sound effects for a purpose.</li> <li>- Create and edit purposeful music compositions using music software to create mood or a certain style.</li> <li>- Create a digital mind map including different media.</li> </ul>	<ul style="list-style-type: none"> <li>- Use 3D drawings/models to create realistic representations of objects.</li> <li>- Use a mind map to make connections between thoughts and ideas and present information.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate and discuss images explaining effects and filters that have been used to enhance the media.</li> <li>- Enhance and edit digital photos (link to art unit)</li> <li>- Add voice over and edit sound clips.</li> <li>- Identify the features of successful blog writing and create own blog pages.</li> <li>- Create a 'choose your own adventure' story eBook.</li> </ul>
<b>Animation</b>	<ul style="list-style-type: none"> <li>- Recognise that some films are animated and begin to understand what this means.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how some of their favourite cartoons/films are created using animation.</li> </ul>	<ul style="list-style-type: none"> <li>- Add my own pictures to my story animation.</li> <li>- Add simple animations to tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how an animation/flip book works.</li> </ul>	<ul style="list-style-type: none"> <li>- Use animation tools in presenting software to create simple animations.</li> </ul>	<ul style="list-style-type: none"> <li>- Create stop motion animations.</li> <li>- Improve stop motion animation clips with techniques like onion skinning.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a 3D animation as part of a game.</li> </ul>	<ul style="list-style-type: none"> <li>- Create different types of animations to best explain my learning.</li> </ul>

**Digital Literacy (Online Safety) These statements have been taken from the 'Education for a Connected World' document**

N.B. highlighted objectives are specifically taught/covered in lessons from the Computing scheme of work. Other objectives are covered during PSHRE lessons, in assemblies, during Safer Internet Day activities and when using the internet to support other curriculum areas.

<b>Self-image and identity</b>	<ul style="list-style-type: none"> <li>- I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</li> <li>- I can explain how this could be either in real life or online.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how other people's identity online can be different to their identity in real life.</li> <li>- I can describe ways in which people might make themselves look different online.</li> <li>- I can give examples of issues</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what is meant by the term 'identity'.</li> <li>- I can explain how I can represent myself in different ways online.</li> <li>- I can explain ways in which and why I might change my identity depending on what I am doing</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how my online identity can be different to the identity I present in 'real life'</li> <li>- Knowing this, I can describe the right decisions about how I interact with others in positive ways and this will positively</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how identity online can be copied, modified or altered.</li> <li>- I can demonstrate responsible choices about my online identity, depending on context.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe ways in which media can shape ideas about gender.</li> <li>- I can challenge and explain why it is important to reject inappropriate messages about gender, race, religion or other groups online.</li> <li>- I can describe issues online that might make me or others feel sad,</li> </ul>
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		and how to speak to an adult I can trust.	online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.	online (e.g. gaming; using an avatar; social media).	impact how others perceive me.		worried, uncomfortable or frightened. - I know and can give examples of how I might get help, both on and offline. - I can explain why I should keep asking until I get the help I need.
<b>Online Relationships</b>	- I can recognise some ways in which the internet can be used to communicate. - I can give examples of how I (might) use technology to communicate with people I know.	- I can use the internet with adult support to communicate with people I know. - I can explain why it is important to be considerate and kind to people online.	- I can give examples of how I might use technology to communicate with others I don't know well. - I can explain who to ask before sharing things about myself or others online.	- I can describe ways people who have similar likes and interests can get together online. - I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). - I can explain some risks of communicating online with others I don't know well. - I can explain how my and other people's feelings can be hurt by what is said or written online. - I can explain why I should be careful who I trust online and what information I can trust them with. - I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. - I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.	- I can describe strategies for safe and fun experiences in a range of online social environments - I can give examples of how to be respectful to others online. - I can describe how to recognise healthy and unhealthy online behaviours.	- I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. - I can make positive contributions and be part of online communities. - I can describe some of the communities in which I am involved and describe how I collaborate with others positively.	- I can show I understand my responsibilities for the well-being of others in my online social group. - I can explain how impulsive and rash communications online may cause problems and have unintended consequences for others (e.g. screen-grabs, flaming, content produced in live streaming). - I can demonstrate how I would support others (including those who are having difficulties) online. - I can demonstrate ways of reporting problems online for both myself and my friends.
<b>Online Reputation</b>	- I can identify ways that I can put information on the internet.	- I can recognise that information can stay online and could be copied. - I can describe what information I should not put online	- I can explain how information put online about me can last for a long time. - I know who to talk to if I think someone has made a mistake	- I can search for information about myself or others online. - I can recognise I need to be careful before I share anything about	- I can describe how others can find out information about me by looking online. - I can explain ways that some of the information about	- I can search for information about an individual online and create a summary report of the information I find. - I can describe ways that	- I can explain how I am developing an online reputation which will allow other people to form an opinion of me. - I can describe some simple ways



		without asking a trusted adult first	about putting something online.	myself or others online. - I know who I should ask if I am not sure if I should put something online.	anyone online could have been created, copied or shared by others.	information about people online can be used by others to make judgments about an individual.	that help build a positive online reputation
Online Bullying	<ul style="list-style-type: none"> <li>- I can describe ways that some people can be unkind online.</li> <li>- I can offer examples of how this can make others feel.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul>	<ul style="list-style-type: none"> <li>- I can give examples of bullying behaviour and how it could look online.</li> <li>- I understand how bullying can make someone feel.</li> <li>- I can talk about how someone can/would get help about being bullied online or offline.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what bullying is and can describe how people may bully others.</li> <li>- I can describe rules about how to behave online and how I follow them.</li> <li>- I can explain ways that someone can get support</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify some online technologies where bullying might take place.</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 I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise when someone is upset, hurt or angry online.</li> <li>- I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</li> <li>- I can explain how to block abusive users.</li> <li>- I can explain how I would report online bullying on the apps and platforms that I use.</li> <li>- I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</li> </ul>	<ul style="list-style-type: none"> <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 identify a range of ways to report concerns both in school and at home about online bullying.</li> </ul>
Managing Online Information	<ul style="list-style-type: none"> <li>- I can talk about how I can use the internet to find things out.</li> <li>- I can identify devices I could use to access information on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use the internet to find things out.</li> <li>- I can use simple keywords in search engines</li> <li>- I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use 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 (e.g. Alexa, Google Now, Siri).</li> <li>- I can explain the difference between things that are</li> </ul>	<ul style="list-style-type: none"> <li>- I can use key phrases in search engines.</li> <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'.</li> </ul>	<ul style="list-style-type: none"> <li>- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</li> <li>- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</li> <li>- I can describe some of the methods used to</li> </ul>	<ul style="list-style-type: none"> <li>- I can use different search technologies.</li> <li>- I can evaluate digital content and can explain how I make choices from search results about what is trustworthy.</li> <li>- I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</li> <li>- I can give examples of when and why it is important to be</li> </ul>	<ul style="list-style-type: none"> <li>- I can use search technologies effectively.</li> <li>- I can explain how search engines work and how results are selected and ranked.</li> <li>- I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</li> <li>- I can describe how some online information can be opinion and can offer examples.</li> </ul>



			<p>imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <ul style="list-style-type: none"> <li>- I can explain why some information I find online may not be true.</li> </ul>		<p>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> <ul style="list-style-type: none"> <li>- I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</li> <li>- I can explain what is meant by 'fake news'</li> </ul>	<p>'sceptical'. I can explain what is meant by a 'hoax'.</p> <ul style="list-style-type: none"> <li>- I can explain why I need to think carefully before I forward anything online.</li> <li>- I can explain why some information I find online may not be honest, accurate or legal.</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 misinformation either by accident or on purpose).</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</li> <li>- I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</li> <li>- I can identify, flag and report inappropriate content.</li> </ul>
<p>Health, well-being and lifestyle</p>	<ul style="list-style-type: none"> <li>- I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>- I can give some simple examples.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain rules to keep us safe when we are using technology both in and beyond the home.</li> <li>- I can give examples of some of these rules.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain simple guidance for using technology in different environments and settings.</li> <li>- I can say how those rules/guides can help me</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</li> <li>- I can explain why some online activities have age restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how using technology can distract me from other things I might do or should be doing.</li> <li>- I can identify times or situations when I might need to limit the amount of time I use technology.</li> <li>- I can suggest strategies to help me limit this time.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe ways technology can affect healthy sleep and can describe some of the issues.</li> <li>- I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</li> <li>- I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</li> <li>- I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents ).</li> </ul>



<p><b>Privacy and Security</b></p>	<ul style="list-style-type: none"> <li>- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>- I can describe the people I can trust and can share this with; I can explain why I can trust them.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</li> <li>- I can explain why I should always ask a trusted adult before I share any information about myself online.</li> <li>- I can explain how passwords can be used to protect information and devices.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe how online information about me could be seen by others online.</li> <li>- I can explain some rules for keeping personal information private.</li> <li>- I can identify a range of devices in their homes that people may have connected to the internet and give examples.</li> </ul>	<ul style="list-style-type: none"> <li>- I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</li> <li>- I understand and can give reasons why passwords are important.</li> <li>- I can describe simple strategies for creating and keeping passwords private.</li> <li>- I can describe how connected devices can collect and share my information with others.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what a strong password is.</li> <li>- I can describe strategies for keeping my personal information private, depending on context.</li> <li>- I can explain that others online can pretend to be me or other people, including my friends</li> <li>- I can suggest reasons why they might do this</li> <li>- I can explain how internet use can be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>- I can create and use strong and secure passwords.</li> <li>- I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</li> <li>- I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing</li> </ul>	<ul style="list-style-type: none"> <li>- I use different passwords for a range of online services.</li> <li>- I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</li> <li>- I know what to do if my password is lost or stolen.</li> <li>- I can explain what app permissions are and can give some examples from the technology or services I use.</li> <li>- I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally;</li> <li>- I can describe strategies to help me identify such content (e.g. scams, phishing)</li> </ul>
<p><b>Copyright and Ownership</b></p>	<ul style="list-style-type: none"> <li>- I know that work I create belongs to me.</li> <li>- I can name my work so that others know it belongs to me</li> </ul>	<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. 'it is my idea' or 'I designed it').</li> <li>- I can save my work so that others know it belongs to me (e.g. filename, name on content).</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe why other people's work belongs to them.</li> <li>- I can recognise that content on the internet may belong to other people.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why copying someone else's work from the internet without permission can cause problems.</li> <li>- I can give examples of what those problems might be.</li> </ul>	<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.</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.</li> </ul>	<ul style="list-style-type: none"> <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>

*N.B. the highlighted statements are aspects of online safety specifically covered in Computing lessons. Other objectives are covered during PSHRE lessons and assemblies.*