Curriculum Handbook
Key Stage 1 and Key Stage 2
Computing

Curriculum Statement

Intent

Computers are now an integral part of everyday life. For most of us, technology is essential to our lives, at home and at work. Therefore, 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. At Eynsham Primary School, we aim for our Computing Curriculum to equip our pupils with the skills, knowledge and understanding that they will need for each transition of their educational journey. Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school. We aim to encourage children to use a range of information technology to express themselves and develop their ideas. The three main strands of computing include; computing science (coding), information technology (using software) and digital literacy (online safety).

Our computing curriculum will enable pupils:

· To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

· To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

· To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

· To be responsible, competent, confident and creative users of information and communication technology.

·To be aware of how to keep safe online and what to do if a problem arises that raises their concerns.

Implementation

Computing is taught weekly across the school but, with an ever changing timetable and extra curricular experiences, computing can sometimes be taught as a block in the term, linking intrinsically to the children's overarching topics.

The implementation of computing comes from teacher-led lessons using chrome books and the Google suite. In particular, the children use Google Classroom so that they can find their assignments, as well as upload work they have produced on any different software.

The computing curriculum also allows for a multitude of cross curricular opportunities in a range of subjects such as History, Geography, Music, Maths and Art. For example, in LKS2, the children develop their use of digital art, creating media using a range of multi-platform web apps. At the same time, the children develop their art skills in colour, line, tone, texture, shape,

form and pattern. In Year 2, the Music and Computing curriculum combine, as the children develop their use of *Google Music Lab* to explore how music can be created in different ways.

At Eynsham, we develop our computing curriculum further by forming community links with our local secondary school. By having regular contact with Bartholomew Secondary School, Year 6 are able to go and visit more sophisticated computing suites and experience what a lesson would be like in secondary school.

A key part of implementing our computing curriculum is to ensure that all children are safe online. Therefore, we begin each unit of work with an internet safety lesson in order to give children the necessary skills to keep themselves safe. All children have a right to enjoy their childhood. So, instead of avoiding the dangers posed by the World Wide Web, we teach all children how to access online spaces safely, as well as having the opportunity to interact with a connected world that is appropriate to their age and stage.

At Eynsham, children build online resilience through the use of the 'Project Evolve – Education for a Connected World' framework. This framework aims to support and broaden the provision of online safety education so that it is both empowering and builds resilience. The objectives promote the development of safe and appropriate long-term behaviours, and support us in shaping the culture within our school and beyond.

Impact

In our computing curriculum, children are exposed to a range of software and experiences which can help them discover their passion for the subject and explore job prospects in the future. There are a multitude of jobs related to computers, whether that involves information technology, digital art, computer science or engineering. Computers are involved in almost every aspect of our lives. Therefore, developing the children's skills now, is paramount for their preparation for the future.

The impact of the computing curriculum is also seen in how children showcase their work, helping them create a sense of achievement and pride. For example, the children are able to share their coding creations with one another using *Scratch,* while digital art projects are showcased in a gallery for parents.

In addition, there is a dialogue between pupils and teachers during computing lessons on how to keep safe and how their computing lessons are impacting their learning. We also conduct pupil voice questionnaires for children to provide us feedback on how they feel the curriculum is impacting them and what could be adapted to make it better.

Recording

To record their work, children have a *Google Classroom* account that they use to showcase their achievements. The children also use *Google Classroom* to access and complete their homework. Therefore, pupils are familiar with *Google Classroom*, as they are able to access assignments and 'Turn In'

their work on a weekly basis. In computing lessons, work is 'Turned In' in the form of screenshots, shareable links, Google software, pictures, etc.

Assessment

Teachers assess the pupils attainment by referring to the computing curriculum statements. Using these, the teacher determines whether a child has met that objective within the lesson. Teachers can also assess the children through the use of the Computing knowledge, concept and vocabulary maps (*KCVs)* for each termly topic. The *KCVs* provide statements and pose key concept questions relating to each computing topic, ensuring that each objective is taught by the teacher, but also understood by the children. All children will have a quiz at the beginning and end of each unit of work which will determine their progress throughout the unit of work.

Inclusion

SEN children are supported in computing through adult intervention and scaffolding of the learning intentions. Teachers are able to do this by knowing the needs of the children in their class and putting the provision in place to help them succeed in each computing lesson.

Computers can be a brilliant resource for SEND children to access learning in different ways and to remove barriers for others. This may include text to type functions on *Google Docs* to assist children with their English work or by using software such as *Widget* to help create imagery for children with ASC or EAL.

Cultural Capital

Children's cultural capital is being promoted in their computing lessons through experiences, the use of software and hardware that children may not have been exposed to before. They use a range of technology for a range of purposes, such as taking pictures, recording, observing and programming for a range of subjects. Children use computer technology for producing pieces of work around other curriculum areas such as producing bar charts, line graphs and a range of mathematical concepts. Children use technology for a range of writing opportunities including leaflets, setting descriptions and pieces of scientific writing.

We are also keen to involve parents and carers in the computing curriculum. For example, online safety information meetings, using *Google Classroom* at home to complete homework and encouraging the attendance of extra-curricular activities that use technology e.g. coding club.

Curriculum Overview

https://sites.google.com/bartholomewschool.co.uk/learning-platform/home

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Awesome Autumn		Winter Warmers		Summer Fun	
Year 1 **Using Google Classroom**	Privacy and Security and Self-image and identity	Online Bullying	Online Reputation	Health, Wellbeing and Lifestyle	Online Relationships	Copyright and Ownership and Managing Online Information
	Technology Around Us	Creating Media - Digital Writing	Beebots	Grouping Data	J2 Code	Consolidation
Year 2 **Screen shots**	Privacy and Security and Self-image and identity	Online Bullying	Online Reputation	Health, Wellbeing and Lifestyle	Online Relationships	Copyright and Ownership and Managing Online Information
	IT Around Us	Creating Media - Music Maker	Preparing for Turtle Logo	Pictograms	Turtle Logo	Consolidation
Year 3 **Organising Google Drive**	Privacy and Security and Self-image and identity	Online Bullying	Online Reputation	Health, Wellbeing and Lifestyle	Online Relationships	Copyright and Ownership and Managing Online Information
	Connecting Computers	Creating Media - Digital Art	Scratch - tutorials	Branching Databases	Scratch - tutorials	Consolidation

Year 4 **Organising Google Drive**	Privacy and Security and Self-image and identity	Online Bullying	Online Reputation	Health, Wellbeing and Lifestyle	Online Relationships	Copyright and Ownership and Managing Online Information
	The Internet	Creating Media - Digital Art	Scratch - Tutorials	Flat-file Databases	Scratch - Module 1	Consolidation
Year 5 **Saving and retrieving work**	Privacy and Security and Self-image and identity	Online Bullying	Online Reputation	Health, Wellbeing and Lifestyle	Online Relationships	Copyright and Ownership and Managing Online Information
	Sharing Information	Creating media - Video editing	Turtle Logo	Spreadsheets	Turtle Logo	Consolidation
Year 6 **Consolidate all IT skills as above**	Privacy and Security and Self-image and identity	Online Bullying	Online Reputation	Health, Wellbeing and Lifestyle	Online Relationships	Copyright and Ownership and Managing Online Information
	Communication	Zoo Model - Google Sheets	Python Turtle	Web Page Creation	Computational Thinking	Consolidation

Digital Literacy	**Information Technology**	**Computer Science**
- Online safety - Using computers in various ways - Computer systems and how they work. - Ways to report concerns. - Acceptable behaviour	- Creating media - Saving - Organising folders - Storing data - Manipulate and retrieve content - Spreadsheets - Collecting and presenting data and information - Search engines	- Computing systems and networks - Computational thinking - programming/coding; algorithms, create and debug, prediction, sequences, selecting, repetition, variables, input and output

Curriculum Progression- Computing

National Curriculum Objectives			
EYFS	**KS1**	**Lower Key Stage 2**	**Upper Key Stage 2**
Children learn about computing through Personal, Social and Emotional Development and Mathematics - Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns.	**Pupils should be taught:** Digital Literacy - Recognise common uses of information technology beyond Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.school. Programming - understanding algorithms, using programs, create and debug simple programmes, and use logical reasoning to predict the behaviour of simple programs. Information technology - use technology to create, organise, store, manipulate and retrieve digital content. Data handling - use technology to create, organise, store, manipulate and retrieve digital content.	**Pupils should be taught:** Digital Literacy - Understand networks, internet, the opportunities they provide. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. . Programming - write and debug programs, including sequence, selection repetition, variables, input and output and use logical reasoning to predict and correct algorithms. Information technology - Use search engines and evaluate digital content. Use software to create a range of programs including collecting, evaluating and presenting of data and information. Data handling - Use software to create a range of programs including collecting, evaluating and presenting of data and information.	

Digital Literacy

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To show how to use technology safely.	Explain that technology is something that can help us. To identify examples of technology. To recognise that a computer is an example of technology. To recognise that some technology can be used in different ways. To identify the main parts of a computer. To show how to use technology	To recognise different types of computers used in school. To describe some uses of computers. To identify information technology in and beyond school. To talk about uses of information technology. To explain how information technology benefits us. To say how rules for using	To explain how computer systems can change the way that we work. To recognise that a digital device is made up of several parts. To describe what an input and output is. To explain that a computer system accepts an input and processes it to produce an	To describe how networks connect to other networks. To outline how information can be shared via the World Wide Web. To recognise that the World Wide Web is part of the internet To explain that the global interconnection of networks is the internet. To recognise the need for security on the internet.	To recognise that computers can be part of a system in an electronic device. To see that computers communicate with other devices. To recognise input, process and output in larger computer systems. To recognise how information is transferred across the	To demonstrate that different search terms produce different results. To define the purpose of an index and why search engines create them. To explain how search results are selected. To explain the role of web crawlers. To explain how ranking is determined by rules and that different search engines use

	safely.	information technology can help us. To recognise that choices are made when using information technology. To show how to use information technology safely.	output. To identify how changing the process can affect the output. To recognise that computers can be connected to each other. To identify how devices in a network are connected with one another. To explain the role of a switch, server and wireless access point in a network. To identify the benefits of computer networks and those around	To describe the types of content/media that can be added, created and shared on the World Wide Web. To explain how the content of the World Wide Web is created, owned and shared by people.	internet. To recognise that data is transferred using agreed protocols (methods) To explain that data is transferred in packets. To recognise the role of computer systems in our lives. To explain that the internet allows different media to be shared. To recognise that internet collaborations can be public or private.	different rules. To explain how search engines make money by selling advertising space and this can be seen in search results. To evaluate different methods of online communication and how to do this safely. To understand the concept of computational thinking. To understand what is meant by the “digital world”. To compare computers with humans. To understand the input process output

			me.			(IPO) model.

Programming						
Foundation	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Children talk about the patterns they can see in a sequence and continue a given pattern. They spot mistakes in patterns and fix them. Children look at the images of the soup-making process and put them into order. They have created an algorithm – a set of very simple instructions to	To enact a given word To predict the outcome of a command on a device. To list which commands can be used on a given device and what they do. To match a command to an outcome. To run a command on a floor robot. To understand that a program is a set of	To give and follow an algorithm to turn left or right. To give clear, accurate instructions in an order. To write and check an algorithm. To move forward a number of steps. To give and follow an algorithm to make half and quarter turns.	To use block coding in Scratch. To use a motion block to make a sprite move. To use a look block to make the sprite say something. To debug by re-ordering, deleting or adding blocks. To use event blocks to say how they want to start the code. To change the	To create animation using Scratch. To add effects to interest the audience. To create an animation and confidently use block coding to make the desired effects. To create a realistic story as the sprites interact with each other. To create a clicker game.	To use Turtle Logo. To move forward, left, right and backwards using shorthand commands. To control the turtle and pen by using pen up and down commands. To set coordinates on the turtle using the x and y axis headings.	To use Python Turtle. To know the meaning and benefits of programming. To understand the working of a computer device. To write a basic program. To use abstraction to name and label what is important and ignoring what is not important. To use

make pumpkin soup. The algorithm is broken down (decomposed) into steps which are in a particular sequence. They predict what comes next in the pattern, and complete and check. They may look at patterns with varying rules, e.g. AB, ABB and ABBC.	commands that a computer can run. To choose a series of words that can be enacted as a program. To choose a series of commands that can be run as a program. To build a sequence of commands in steps. To combine commands in a program. To run a program on a device. To know that an algorithm is a set of instructions and create their own. To debug simple	To give and follow an algorithm using the commands right 90 and left 90. To give, follow and complete an algorithm. To use the command abbreviations fd, rt, lt from Turtle Logo. To recognise language in an algorithm. To create, test and debug an algorithm. To use logical reasoning to predict the behaviour of simple programs. To develop problem solving	backdrop. To know how to search and add more sprites. To know that sprites can have more than one look and to change this using the costume tool. To change the size of the sprite to make it look realistic or add perspective. To change the size to add effects. To control the sprite with arrow keys. To understand that the sprite's location is based on the x and y axis. To know that the	To make a variable. To understand that a variable is used to store information that can change later depending on the code. To use a variable to calculate a score. To test their peers code to evaluate if it's met the desired effect or recommend debugging. To add the sensing blocks to their code to affect when sprites touch. To use if – then control block to determine what will happen	To use labels to write a string of text and adjust the font size. To use square brackets [] to create a loop so I can repeat the code to make my code simplified. To use nested loops to insert loops inside of a mother loop. To create polygons by editing the number of edges and angle of degrees. To change the pen width. To change the colour of the pen.	decomposition to break down into smaller parts by using repeat. To understand that a program is organised into two sections: Subroutine and Main Program. To understand the purpose of a subroutine. To understand that the Main Program calls a subroutine. To create advanced shapes. To use logical reasoning to anticipate what the code will create. To use the Turtle on/off screen. To position the

	algorithms. To use block coding.	strategies, navigations, and co-ordination skills with programmable online programs.	x axis moves horizontally, and the y axis moves vertically. To use the duplicate function to copy the same code.	when something is sensed. To create their own sprites and sounds. To edit existing sprites using costumes. To use a repeat block confidently and explain what it means. To use a join operator with a variable. To create a Chat Bot which answers personally and makes decisions based on the answer. To use abstraction to ignore what is not important. To use decomposition to break down into smaller	To experiment with the random function so turtle will produce a random number for me. To create variables that Turtle will remember. To use sum and difference to add and subtract using Turtle commands. To use abstraction to name and label what is important and ignoring what is not important. To use decomposition to break down into smaller parts by using	screen.

				parts by using repeat. To debug by re-ordering, deleting or adding code.	repeat. To debug by re-ordering, deleting or adding code.	

Information Technology						
Foundation	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Collect and talk about the different autumn leaves they find, and think about how to place them to create a challenging maze. Children will be encouraged to talk about the position	To use a mouse in different ways. To open a word processor. To recognise, identify and find keys on a keyboard. To use letters, numbers and space key to enter text into a computer	To explain how information technology benefits us. To identify that computers can be used to play sounds of different instruments. To identify that the same pattern can be represented in	To identify the benefits of computer networks and those around me. To recognise computers can be used to create works of art. To use a range of paint colours.	To describe the current limitations of World Wide Web media. The evaluate the reliability of content and consequences of unreliable content. To explain the benefits of the World Wide	To recognise that connections between computers allow us to access shared stored files and therefore work together. To evaluate different ways of working together.	To recall how to use a search engine and that there are a number of them. To identify some of the limitations of search engines. To define communication and the different ways we can communicate, with and without

of objects in the maze and develop their speaking and explanation skills needed for the task. Look at books and listen to songs about how their local area changes in autumn.	To remove text using the backspace key To know that the look of text can be changed on a computer. To identify the toolbar and the functions it has. To modify text by using capital letters, bold, italic and underline. To select all the text by clicking and dragging to change the font. To evaluate and explain my choices for changing the text. To use 'undo' to remove changes. To compare typing on a computer to	different ways. To experiment with musical patterns on a computer. To experiment with different sounds on a computer. To compare playing music on instruments with making music on a computer. To use a computer to create a musical pattern. To use a computer to compose a rhythm and a melody on a given theme. To use a computer to play the same music in different ways (e.g. tempo). To evaluate a	To use the fill tools to colour an enclosed area. To use shape and line tools when precision is needed. To use the undo button to correct a mistake. To combine a range of tools to create a piece of artwork. To recognise a tool can be adjusted to suit my need. To decide when it's appropriate to use each tool. To consider the impact of choices made. To compare painting using a computing with painting using	Web. To recognise computers can be used to create works of art and where we may have been these in everyday life. To use a range of paint colours and understand what a HEX code is. To use the fill tools to colour an enclosed area. To use shape and line tools when precision is needed. To use the undo button to correct a mistake and redo to rectify this if needed. To combine a range of tools to create a piece of	To create video on a computer and explain the features of video as a visual media format. To recognise which devices can and can't record video. To use different camera angles. To use plan, tilt and zoom. To explain the purpose of a story board. To recognise that filming techniques can be used to create different effects. To combine filming techniques for a given purpose. To identify features of a video recording	technology. To explain how search results are selected. To explain that ranking narrows down the search results returned from the index, which makes it more useful. To explain how ranking is determined by rules and that different search engines use different rules. To review an existing website and its components e.g., navigation bar, header. To recognise that a website is a set of hyperlinked web pages. To recognise components of a

	writing on paper and discuss some positives and negatives of both. To open and save work using Google Classroom.	musical composition created on a computer. To improve a musical composition created on a computer. To save and evidence work on Google Classroom by uploading screenshots or creating sharable links.	brushes. To save and organise my work in Google Drive so it is easy to access again. To organise my Google Drive into folders.	artwork. To recognise a tool can be adjusted to suit my need. To experiment with the layers tool to give depth to the art work. To decide when it's appropriate to use each tool. To consider the impact of choices made. To compare painting using a computing with painting using other mediums. To save and organise my work in Google Drive so it is easy to access again. To organise my Google Drive	device or application. To recognise the need to regularly review and reflect on a video project. To identify that videos can be edited on a recording device or on a computer. To choose to reshoot a scene or improve later through editing. To use split, trim and crop to edit a video. To recognise that projects need to be exported to be shared.	web page layout To create a new blank web page and add text. To make the web page individualised by changing the appearance and style of text. To embed media in a web page. To recognise the need to preview pages before publishing. To add webpages to a website. To recognise the need for a navigation path and insert hyperlinks between pages. To consider the ownership and use of images in regard to copyright and

				into folders. To delete unwanted files.		possible implications.

Data Handling						
Foundation	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Talk about how they collect, group and organise items they have collected on their walk. Children begin to understand how to group objects based on their colour and begin to represent this as a pictogram.	To identify some attributes of an object. To collect simple data. To identify that objects can be counted. To show that collected data can be counted. To describe the properties of an object.	To use a tally chart to collect data. To show I can enter data onto a computer. To recognise that people, animals and objects can be described by attributes. To use a computer to view data in different formats.	To investigate questions with yes/no answers. To identify attributes that you can ask yes/no questions about. to create questions with yes/no answers. To select an attribute to separate objects into two similarly sized groups.	To explain that a computer programme can be used to organise data. To choose different ways to view data. To explain that tools can be used to select data to answer questions. To outline how ordering data allows us to	To identify questions that can be answered using spreadsheet data. To explain what an item of data is in a spreadsheet. To explain how the data type determines how spreadsheet can process the data.	To know the features of a spreadsheet. To understand cell referencing. To use formulas in a spreadsheet. To create simple formulas. To understand the concept of data modelling. To model a real-life situation

	To choose an attribute to group objects by. To group objects to answer questions. To explain that objects can be grouped by similarities (attribute) To recognise that information can be presented. To describe a group of objects (based on commonality). To recognise that information can be presented in different ways.	To use pictograms to answer single-attribute questions. To compare objects that have been grouped by attribute. To suggest appropriate headings for tally charts and pictograms. To use a computer to answer comparison questions (graphs, tables) To construct a given comparison question. To use a computer program to present	To choose questions that will divide objects into evenly sized subgroups. To repeatedly create subgroups of objects. To recognise that a data set can be structured using yes/ no questions. To explain that a branching database is an identification tool. To identify an object using a branching database. To retrieve information from different levels of the branching	answer some questions. To outline how operations can be used to filter data To choose which attribute and value to search by to answer a given question. To ask questions that need more than one attribute to answer. To outline how 'AND' and 'OR' can be used to refine data selection. To choose multiple criteria to search data to answer given question (AND and OR). To explain that computer	The outline that there are different software tools to work with data. To explain that formulas can be used to produce calculated data. To calculate data using a formula for each operation. To recognise cells can be linked. To use functions to create new data. To explain why data should be organised in a spreadsheet. To use existing cells within a formula. To recognise that a cell's	using a spreadsheet. To use a simple function in a spreadsheet. To present a data model. To create a data model from a given scenario. To use functions in a spreadsheet. To use the absolute cell reference in a spreadsheet. To create charts/graphs. To learn different types of charts/ graphs.

		information in different ways. To explain that we can present information using a computer. To give simple examples of why some information should not be shared.	database. To explain that a well-structured branching database will enable you to identify objects using fewer questions. To relate 2 levels of a branching database using 'and'. to suggest real-world applications for branching databases.	programs can be used to compare data visually. To select an appropriate graph to visually compare data. To explain that we present information to communicate a message. To choose suitable ways to present information to other people.	value automatically updates when the value in a linked cell is changed. To evaluate results in comparison to the question asked. To choose suitable ways to present spreadsheet data.	

Privacy and Security					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
1. I can explain how passwords are used to protect information, accounts and devices 2.I can recognise more detailed examples of information that is personal to someone (where someone lives, goes to school, family names)	I can explain how passwords can be used to protect information, accounts and devices. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	1.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.	1.I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	.I can explain what app permissions are and can give some examples.	I know that online services have terms and conditions that govern their use.

Self-Image and Identity					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
1.I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. 2.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.	.I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	1.I can explain how people can represent themselves in different ways online	1.I can explain how my online identity can be different to my offline identity.	I can demonstrate how to make responsible choices about having an online identity, depending on context.	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.

Online Bullying					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
I can describe how to behave online in ways that do not upset others and can give examples.	I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	I can describe appropriate ways to behave towards other people online and why this is important.	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	1.I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. 2.I can explain how someone would report online bullying in different contexts.

Online Reputation					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
I can recognise that information can stay online and could be copied.	I know who to talk to if something has been put online without consent or if it is incorrect	I can give examples of what anyone may or may not be willing to share about themselves	I can explain ways that some of the information about anyone online could have been created,	I can describe ways that information about anyone online can be used by others to make	I can explain strategies anyone can use to protect their 'digital personality' and

		online. I can explain the need to be careful before sharing anything personal.	copied or shared by others.	judgments about an individual and why these may be incorrect	online reputation, including degrees of anonymity.

Health, Wellbeing and Lifestyle					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
I can explain rules to keep myself safe when using technology both in and beyond the home.	I can say how those rules / guides can help anyone accessing online technologies	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	I can 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.	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	1.I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). 2.I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

Online Relationships					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
.I can give examples of when I should ask permission to do something online and explain why this is important.	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I can 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.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can 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 the sharer and others; and who can help if someone is worried about this.

Managing Online Information					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
I know / understand that we can encounter a range of things online including things we like and don't like as well as things	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own	1.I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating	1.I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can

which are real or make believe / a joke.	'real'	might be shared online, e.g. in videos, memes, posts, news stories etc.	decisions regarding content and that my decisions are respected by others.	between adverts and search results. 2.I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	assess how this might happen (e.g. the sharing of misinformation or disinformation). 2.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).

Copyright and Ownership					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
I understand that work created by others does not belong to me even if I save a copy	I can recognise that content on the internet may belong to other people.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	I can assess and justify when it is acceptable to use the work of others	I can demonstrate the use of search tools to find and access online content which can be reused by others.