



**West Croft
Computing Progression
EYFS - Year 6
2020-2021**



Our approach to Teaching Computing at West Croft School.

In this document, we have put together a comprehensive list of 'Can I' questions for every element of the computing curriculum from EYFS - Year 6. We feel this will demonstrate a clear progression of skills/ knowledge that will help us to best implement computing at West Croft.

We have broken the computing curriculum into these areas:

Information Technology	Computer Science	Digital Literacy
<u>Word Processing / Typing</u>	<u>Computational Thinking</u>	<u>Self Image and Identity</u>
<u>Data Handling</u>	<u>Coding / Programming</u>	<u>Online Relationships</u>
<u>Presentations, Web Design & eBook Creation</u>	<u>Computer Networks</u>	<u>Online Reputation</u>
<u>Animation</u>		<u>Online Bullying</u>
<u>Video Creation</u>		<u>Managing Online Information</u>
<u>Photography & Digital Art</u>		<u>Health, Wellbeing & Lifestyle</u>
<u>Augmented Reality & Virtual Reality</u>		<u>Privacy and Security</u>
<u>Sound</u>		<u>Copyright and Ownership</u>



How do we implement this?

At West Croft, we feel the majority of computing should be embedded across the curriculum. Most year groups have timetabled a Computing session each week, however knowing how packed a weekly timetable can be, we hope this approach will allow for flexibility.

We would recommend the timetabled computing session to focus on one of two elements: ***An Explicit Computer Science lesson*** or ***A Tinkering Session***. The computer science part of the computing curriculum will often, but not always, need a more explicit approach. That is not to say it can't be embedded across the curriculum.

A tinkering session looks at introducing a new app or tool and giving children opportunity to experiment and familiarise themselves with the different elements and tools before it can be applied in a more focused approach across the curriculum.

Some weeks computing can be covered by using technology to demonstrate learning in other subjects and for this reason we are not having specific books.

What would that approach look like?



If my class were covering World War 2 in Year 6 and we are exploring how the Second World War started, I could set the children the task of creating a video explaining this.

First, the children may want to research some more information about how the Nazi party rose to power. This would involve covering some Digital Literacy: Managing Online Information -

- Can I use search technologies effectively?
- Can I explain how search engines work and how results are selected and ranked?
- Can I demonstrate the strategies I would apply to be discerning in evaluating digital content?
- Can I describe how some online information can be opinion and can offer examples?

If the pupils were to then create a video using an app such as Adobe Spark Video to demonstrate their learning, they would be covering some of the Information Technology:

Video Creation -

- Can I create videos using a range of media - green screen, animations, film and image?

If the pupils were to then upload or publish their work on a blog or platform such as Dojo or Microsoft Teams, we would also be covering this objective from Information Technology: Word

Processing objectives -

- Can I publish my documents online regularly and discuss the audience and purpose of my content?

Even though this would be a History lesson, we would be covering a many computing objectives. This is the way we want computing delivered, embedded to allow learning to be more accessible and allow learners to be more creative in demonstrating their learning.

Information Technology



As stated in the introduction, most of these objectives should be covered by using tech creatively across the rest of the curriculum, although it may be necessary to teach some discrete skills, hence the tinkering sessions.

Learners should know that technology is everywhere, be able to identify the technology they encounter and have a growing understanding of how it works.

We have broken down this part of computing into activities for word processing, spreadsheets and data handling, presentation, ebook creation, web design, animation, video creation, photography and art, sound and AR & VR.

When using these ideas to create content everything should link closely to digital literacy - awareness of audience and good design principles. Pupils should experience a range of different apps and software.

For lower school, the teacher will select the programs to use but as pupils get older they should be encouraged to make their own choices. Learners also need to know how to store and organise their files online and locally so that it can easily be found again.

Word Processing / Typing

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I play on a touch screen game and use computers/keyboards/mouse in role play? • Can I type letters with increasing confidence using a keyboard and tablet? • Can I dictate short, clear sentences into a digital device? 	Word, Pages, Google Docs, Pic Collage
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • Can I confidently type words quickly and correctly on a digital device? • Can I use the space bar to make space and delete to delete letters/words? • Can I make a new line using enter/return? • Can I dictate into a digital device more accurately and with punctuation? 	Word, Pages, Google Docs, Pic Collage, Book Creator
Year 2		<ul style="list-style-type: none"> • Can I use the space bar only once between words and use touch to navigate to words letter to edit? • Can I copy and paste images and text? • Can I use caps locks for capital letters? • Can I add images alongside text in a word processed document? • Can I dictate longer passages into a digital device with accurate punctuation? 	Word, Pages, Google Docs, Pic Collage, Keynote, Book Creator, Popplet

Word Processing / Typing

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> Can I 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? Can I edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows? Can I use cut, copy and paste to quickly duplicate and organise text? 	Word, Pages, Google Docs, Pic Collage, Keynote, Book Creator, Popplet
Year 4		<ul style="list-style-type: none"> Can I combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets? Can I confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text? Can I use font sizes appropriately for audience and purpose? Can I use spell check and thesaurus including through Siri and other AI technology? 	
Year 5		<ul style="list-style-type: none"> Can I start to apply other useful effects to my documents such as hyperlinks? Can I import sounds to accompany and enhance the text in my document? Can I organise and reorganise text on screen to suit a purpose? 	
Year 6		<ul style="list-style-type: none"> Can I confidently choose the best application to demonstrate my learning? Can I format text to suit a purpose? Can I publish my documents online regularly and discuss the audience and purpose of my content? 	

Data Handling

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I identify a chart? • Can I sort physical objects, take a picture and discuss what I have done? • Can I present simple data on a digital device? 	Seesaw
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • Can I sort images or text into two or more categories on a digital device? • Can I collect data on a topic? • Can I create a tally chart and pictogram. • Can I record myself explaining what I have done and what it shows me? 	Seesaw Pic Collage
Year 2		<ul style="list-style-type: none"> • Can I sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software? • Can I orally record myself explaining what the data shows me? • Can I create a branching database using questions? 	Seesaw Pic Collage, Plickers Google Sheets, Google Forms, Excel, Numbers

Data Handling

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> Can I create my own sorting diagram and complete a data handling activity with it using images and text? Can I start to input simple data into a spreadsheet? Can I create a feelings chart exploring a story or character's feelings? 	Google Sheets, Google Forms, Excel, Numbers,
Year 4		<ul style="list-style-type: none"> Can I create my own online multiple choice questionnaire? Can I input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts? Can I understand how data is collected? 	Google Sheets, Google Forms, Excel, Numbers, Kahoot
Year 5		<ul style="list-style-type: none"> Can I create and publish my own online questionnaire and analyse the results? Can I use simple formulae to solve calculations including =sum and other statistical functions? Can I edit and format difference cells in a spreadsheet? 	Google Sheets, Google Forms, Excel, Numbers, Mentimeter
Year 6		<ul style="list-style-type: none"> Can I write spreadsheet formula to solve more challenging maths problems? Can I create and publish my own online quiz with a range of media (images and video)? 	Google Sheets, Google Forms, Excel, Numbers,

Presentations, Web Design & eBook Creation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I record my voice over a picture? • Can I create a simple digital collage? • Can I move and resize images with my fingers or mouse? 	Seesaw
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • Can I add labels to an image? • Can I order images to create a simple storyboard? • Can I create a simple spider diagram? • Can I sequence a series of pictures to explain my understanding of a topic? 	Seesaw Pic Collage
Year 2		<ul style="list-style-type: none"> • Can I add voice labels to an image? • Can I add a voice recording to a storyboard? • Can I add speech bubbles to an image to show what a character thinks? • Can I import images to a project from the web and camera roll? 	Seesaw, Pic Collage, Balloon Stickies +, Thinglink, Book Creator,

Presentations, Web Design & eBook Creation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • Can I create an interactive comic with sounds, formatted text and video? • Can I annotate an image with videos? • Can I create a simple web page? • Can I create a simple digital timeline/mindmap? 	Balloon Stickies +, Google Sites, Book Creator, Keynote, Adobe Spark Page, Thinglink,
Year 4		<ul style="list-style-type: none"> • Can I create an interactive quiz eBook introducing hyperlinks? • Can I create an eBook with text, images and sound? • Can I create a presentation demonstrating my understanding with a range of media? • Can I create a digital timeline/mindmap and include different media - sound and video? 	Google Sites, Book Creator, Keynote, Powerpoint, Adobe Spark Page, Thinglink,
Year 5		<ul style="list-style-type: none"> • Can I collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365? • Can I create and export an interactive presentation including a variety of media, animations, transitions and other effects? • Can I create an interactive guide to a image by embedding digital content and publishing it online? • Can I create a webpage and embed video? 	Google Sites, Book Creator, Keynote, Powerpoint, Wakelet, Adobe Spark Page, Thinglink,
Year 6		<ul style="list-style-type: none"> • Can I create a web site which includes a variety of media. • I can design an app prototype that links multimedia pages together with hyperlinks? • Can I choose applications to communicate to a specific audience? • Can I evaluate my own content and consider ways to improvements. 	Google Sites, Book Creator, Keynote, Powerpoint, Wakelet, Adobe Spark Page, Thinglink,

Animation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I animate a simple image to speak in role? • Can I create a simple animation to tell a story including more than one character? 	Puppetpals, ChatterPix Kids,
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • Can I add filters and stickers to enhance an animation of a character? • Can I create an animation to tell a story with more than one scene? • Can I add my own pictures to my story animation? 	Puppetpals, ChatterPix Kids, I Can Animate, Seesaw,
Year 2		<ul style="list-style-type: none"> • Can I create multiple animations of an image and edit these together? • Can I create a simple stop motion animation? • Can I explain how an animation/flip book works? 	Puppetpals, ChatterPix Kids, I Can Animate, Seesaw,

Animation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> Can I create animations of faces to speak in role with more life-like realistic outcomes? Can I improve stop motion animation clips with techniques like onion skinning? Can I use animation tools in presenting software to create simple animations? 	Puppetpals, ChatterPix Kids, Animate Anything, I Can Animate, iFunFace, Seesaw, Plotagon, Puppetmaster, Toontastic,
Year 4		<ul style="list-style-type: none"> Can I take multiple animations of a character I have created and edit them together for a longer video? Can I use software to create a 3D animated story? Can I use line draw tool to create animations? 	
Year 5		<ul style="list-style-type: none"> Can I record animations of different characters and edit them together to create an interview? Can I add green screen effects to a stop motion animation? Can I create flip book animation using digital drawings and export as a Gif or video? 	
Year 6		<ul style="list-style-type: none"> Can I mix animations and videos recordings of myself to create video interviews? Can I plan, script and create a 3D animation to explain a concept or tell a story? Can I choose and create different types of animations to best explain my learning? 	

Video Creation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Do I know the difference between a photography and video? • Can I record a short film using the camera? • Can I record and play a film? • Can I watch films back? 	Camera App Shadow Puppets Edu
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • Can I record a film using the camera app? • Can I select images and record a voiceover? • Can I highlight and zoom into images as I record? 	Doink Greenscreen , iMovie, Shadow Puppets Edu,
Year 2		<ul style="list-style-type: none"> • Can I write and record a script using a teleprompter tool? • Can I use tools to add effects to a video? • Can I begin to use green screen techniques with support? 	Doink Greenscreen , iMovie, Shadow Puppets Edu, Adobe Spark Video,

Video Creation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> Can I sequence clips of mixed media in a timeline and record a voiceover? Can I trim and cut film clips and add titles and transitions? Can I independently create a green screen clip? Can I create my own movie trailer? 	Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video, Videorama, Apple Clips Explain Everything
Year 4		<ul style="list-style-type: none"> Can I add music and sound effects to my films? Can I add animated titles and transitions? Can I add simple subtitles to a video clip? Can I use confidently use green screen adding animated backgrounds? 	
Year 5		<ul style="list-style-type: none"> Can I use cutaway and split screen tools in iMovie? Can I evaluate and improve the best video tools to best explain my understanding? Can I further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool? 	
Year 6		<ul style="list-style-type: none"> Can I use the green screen masking tool with more than one character? Can I use picture in picture tools in iMovie? Can I add animated subtitles to my film to further enhance my creation? Can I create videos using a range of media - green screen, animations, film and image? 	

Photography & Digital Art

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I take a photograph? • Can I take a photograph and use it in an app? • Can I use a painting app and explore the paint and brush tools? 	Camera Mark up Photo booth Seesaw Draw & Tell
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • Can I edit a photo with simple tools? • Can I use a paint/drawing app to create a digital image? • Can I begin to cut out an image to layer on another image? 	Camera Mark up Photobooth Seesaw Keynote Pic Collage Notes
Year 2		<ul style="list-style-type: none"> • Can I edit a photo (crop, filters, mark up etc)? • Can I select and use tools to create digital imagery - controlling the pen and using the fill tool? • Can I cut images with accuracy to layer on other images? 	Camera Mark up Photobooth Seesaw Keynote Pic Collage Notes

Photography & Digital Art

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> • Can I confidently take and manipulate photos? • Can I create a digital image using a range of tools, pens, brushes and effects? • Can I create transparent images with Instant Alpha? 	Camera and Mark up, Notes Seesaw Keynote Pic Collage Sketches Pro Paper
Year 4		<ul style="list-style-type: none"> • Can I enhance digital images and photographs using crop, brightness, contrast & resize? • Can I manipulate shapes to create digital art? • Can I draw a series of images and export as an animated GIF? 	
Year 5		<ul style="list-style-type: none"> • Can I make a digital photo using camera settings? • Can I enhance digital photos and images using crop, brightness and resize tools? • Can I link and explain how to photoshop images and how this is used in the media? 	
Year 6		<ul style="list-style-type: none"> • Can I edit a picture to remove items, add backgrounds, merge 2 photos? • Can I evaluate and discuss images explaining effects and filters that have been used to enhance the media? • Can I use a 3D drawing app to create a realistic representation of world objects? 	

Augmented Reality & Virtual Reality

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I scan a QR code? • Can I explore a 360 image? • Can I talk about AR objects in my class? 	AR Makr, Google Expeditions Figment AR LEO AR Camera
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • Can I explore an interactive 360 image? • Can I scan a trigger image to begin a AR experience? • Can I pretend to interact with AR objects? 	AR Makr, Google Expeditions Figment AR
Year 2		<ul style="list-style-type: none"> • Can I draw my own 360 image and explore it in VR. • I can bring objects into my surroundings using Augmented Reality? • Can I create my own QR code? 	AR Makr, Thinglink, Keynote, Google Expeditions Figment AR

Augmented Reality & Virtual Reality

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> Can I create my own digital 360 image and explore it in VR? Can I create my own images and bring it into my surroundings through AR? 	AR Makr, Thinglink, Keynote, Google Tour Creator, Google Expeditions EyeJack, Figment AR
Year 4		<ul style="list-style-type: none"> Can I create my own 360 video? Can I use the camera to create a 360 image? Can I add multiple objects into my surroundings through AR to explain a concept? 	
Year 5		<ul style="list-style-type: none"> Can I create an interactive VR experience? Can I create an animated object and bring it into my surroundings through AR? Can I create an AR experience using objects I have created to explain a concept? 	AR Makr, Adobe Aero, Thinglink, Keynote, Google Tour Creator, Google Expeditions EyeJack, Merge Cube, Figment AR
Year 6		<ul style="list-style-type: none"> Can I create and upload my own VR Google Expedition? Can I create an interactive poster using AR? Can I explain how VR and AR works? 	

Sound

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I record sounds with different resources? • Can I find ways to change your voice (tube, tin can, shouting to create an echo)? • Can I record sounds/voices in storytelling and explanations? 	Seesaw, Voice Memos, Keezy,
Year 1	Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • Can I create a sequence of sounds (instruments, apps/software)? • Can I explore short and long sounds? • Can I record my voice and add different effects? 	Seesaw, Voice Memos, Keezy,
Year 2		<ul style="list-style-type: none"> • Can I create a musical composition using software? • Can I record my own sound effects? • Can I record my voice over a compositions to perform a song? 	Seesaw, Voice Memos, Garageband, Anchor, Keezy,

Sound

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> Can I create and edit purposeful compositions using music software to create mood or a certain style? Can I experiment with live loops to create a song? 	Seesaw, Voice Memos, Garageband, Anchor, Keezy,
Year 4		<ul style="list-style-type: none"> Can I edit sound effects for a purpose? Can I create a simple four chord song following the correct rhythm? Can I record a radio broadcast or audiobook? 	
Year 5		<ul style="list-style-type: none"> Can I add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast? Can I create a remix of a popular song? 	
Year 6		<ul style="list-style-type: none"> Can I add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast)? Can I compose a soundtrack that can be added to a film project? 	

Computer Science



Computer science has been broken down into three strands: Computational Thinking, Programming and Computer Networks.

Computational Thinking is all about solving problems effectively with or without a computer. Computational thinking is about looking at a problem in a way in which a computer can help us to solve it.

This is a two-step process: 1. First, we think about the sequence of steps (an algorithm) needed to solve a problem 2. Then, we use our technical skills to get the computer working on the problem as we implement our algorithm as code. A lot of these objectives can be applied across the curriculum.

Programming is one application of computational thinking. Learners will write algorithms and implement these as code. They also need to be able to find mistakes and fix them (debugging.) Once learners have created a program they need to learn to evaluate and look at different ways to achieve the same goal and which method is most appropriate.

As learners get older the programs they write will become more complex using a range of constructs such as sequence, selection, repetition and variables in their programs.

KS2 pupils also require knowledge of networks, such as the Internet, work and how searches are performed.

Computational Thinking

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> • Can I follow simple oral algorithms? • Can I spot simple patterns? • Can I sequence simple familiar tasks? 	
Year 1	<p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<ul style="list-style-type: none"> • Can I understand what algorithms are? • Can I write simple algorithms • Can I understand the sequence of algorithms is important? • Can I debug simple algorithms? • Can I understand that algorithms are implemented as programs on digital devices? 	
Year 2	<p>Co2/1.2 create and debug simple programs</p> <p>Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p>	<ul style="list-style-type: none"> • Can I write algorithms for everyday tasks? • Can I use logical reasoning to predict the outcome of algorithms? • Can I understand decomposition is breaking objects/processes down? • Can I implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino)? • Can I debug algorithms? 	

Computational Thinking

Year Group	NC Objectives	Skills / Knowledge
Year 3	Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<ul style="list-style-type: none"> • Can I create algorithms for use when programming? • Can I decompose tasks (such as animations) into separate steps to create an algorithm? • Can I understand abstraction is focusing on important information? • Can I identify patterns in an algorithm? • Can I use repetition in algorithms?
Year 4	Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<ul style="list-style-type: none"> • Can I use abstraction to focus on what's important in my design? • Can I write increasingly more precise algorithms for use when programming? • Can I use simple selection in algorithms? • Can I use logical reasoning to detect and correct errors in programs?
Year 5	Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<ul style="list-style-type: none"> • Can I solve problems by decomposing them into smaller parts? • Can I use selection in algorithms? • Can I recognise the need for conditions in repetition within algorithms? • Can I use logical reasoning to explain how a variety of algorithms work? • Can I use logical reasoning to detect and correct errors in algorithms? • Can I evaluate my work and identify errors?
Year 6	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> • Can I recognise, and make use, of patterns across programming projects? • Can I write precise algorithms for use when programming? • Can I identify variables needed and their use in selection and repetition? • Can I decompose code into sections for effective debugging? • Can I critically evaluate my work and suggest improvements?

Coding / Programming

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> • Can I use a mouse, touch screen or appropriate access device to target and select options on screen? • Can I input a simple sequence of commands to control a digital device with support (Bee Bot)? 	<p>Beebot, Daisy The Dinosaur</p>
Year 1	<p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<ul style="list-style-type: none"> • Can I create a simple program e.g. sequence of instructions for a Bee Bot? • Can I use sequence in programs I can locate and fix bugs in my program? 	<p>Beebot, Scratch Jnr, Kodable,</p>
Year 2	<p>Co2/1.2 create and debug simple programs</p> <p>Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p>	<ul style="list-style-type: none"> • Can I understand programs execute by following precise and unambiguous instructions? • Can I create programs on a variety of digital devices? • Can I debug programs of increasing complexity? • Can I use logical reasoning to predict the outcome of simple programs? 	<p>Beebot, Scratch Jnr, Kodable, Tynker,</p>

Coding / Programming

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;	<ul style="list-style-type: none"> Can I design and create programs? Can I write programs that accomplish specific goals? Can I use repetition in programs? Can I work with various forms of input? 	Beebot, Scratch Jnr, Kodable, Tynker, Scratch 3, Hopscotch, Swift Playgrounds,
Year 4	solve problems by decomposing them into smaller parts Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<ul style="list-style-type: none"> Can I use simple selection in programs? Can I work with various forms of output? Can I use logical reasoning to systematically detect and correct errors in programs? Can I work with various forms of output? 	
Year 5	Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<ul style="list-style-type: none"> Can I create programs by decomposing them into smaller parts? Can I use selection in programs? Can I use conditions in repetition commands? Can I work with variables? Can I create programs that control or simulate physical systems? Can I evaluate my work and identify errors? 	
Year 6	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> Can I use a range of sequence, selection and repetition commands combined with variables as required to implement my design? Can I create procedures to hide complexity in programs? Can I identify and write generic code for use across multiple projects? Can I critically evaluate my work and suggest improvements? Can I identify and use basic HTML tags (See Computer Networks objectives)? 	

Computer Networks (KS2 only)

Year Group	NC Objectives	Skills / Knowledge
Year 3	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none">• Can I understand that computers in a school are connected together in a network?• Can I understand why computers are networked?• Can I understand the difference between the Internet and the World Wide Web (WWW)?
Year 4		<ul style="list-style-type: none">• Can I understand that servers on the Internet are located across the planet?• Can I understand how email is sent across the Internet?• Can I understand how the Internet enables us to collaborate?
Year 5		<ul style="list-style-type: none">• Can I understand how we view web pages on the Internet?• Can I use search technologies effectively?• Can I understand that web spiders index the web for search engines?• Can I appreciate how pages are ranked in a search engine?
Year 6		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Digital Literacy



All of the statements from this document have been taken from the Education for a Connected World Document.

Today's children and young people are growing up in a digital world. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, and develop effective strategies for staying safe and making a positive contribution online. This framework describes the skills and understanding that children and young people should have the opportunity to develop at different ages and stages. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it safely.

Here are a selection of great resource sites:

<https://www.thinkuknow.co.uk/>

net-aware.org.uk

commonsense.org

childnet.com

internetmatters.org

saferinternet.org.uk

Self Image and Identity

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> • Can I 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? • Can I explain how this could be either in real life or online? 	
Year 1	<p>Co2/1.5 recognise common uses of information technology beyond school</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<ul style="list-style-type: none"> • Can I recognise that there may be people online who could make me feel sad, embarrassed or upset? • Can I understand that 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? 	Online Safety Lead
Year 2		<ul style="list-style-type: none"> • Can I explain how other people's identity online can be different to their identity in real life? • Can I describe ways in which people might make themselves look different online? • Can I give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; Can I give examples of how I might get help? 	

Self Image and Identity

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> • Can I explain what is meant by the term 'identity'? • Can I explain how I can represent myself in different ways online? • Can I explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media)? 	Free lessons plans: projectevolve.co.uk
Year 4	Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> • Can I explain how my online identity can be different to the identity I present in 'real life' • Knowing this, Can I describe the right decisions about how I interact with others and how others perceive me? 	
Year 5	Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • Can I explain how identity online can be copied, modified or altered? • Can I demonstrate responsible choices about my online identity, depending on context? 	
Year 6	Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • Can I describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them? • Can I challenge and explain why it is important to reject inappropriate messages about gender online? • Can I describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline? • Can I explain why I should keep asking until I get the help I need? 	

Online Relationships

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I recognise some ways in which the internet can be used to communicate? • Can I give examples of how I (might) use technology to communicate with people I know? 	
Year 1	Co2/1.5 recognise common uses of information technology beyond school	<ul style="list-style-type: none"> • Can I use the internet with adult support to communicate with people I know? • Can I explain why it is important to be considerate and kind to people online? 	Free lessons plans: projectevolve.co.uk
Year 2	Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<ul style="list-style-type: none"> • Can I use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country)? • Can I give examples of how I might use technology to communicate with others I don't know well? 	

Online Relationships

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	<p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> • Can I describe ways people who have similar likes and interests can get together online? • Can I give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak)? • Can I explain some risks of communicating online with others I don't know well? • Can I explain how my and other people's feelings can be hurt by what is said or written online? • Can I explain why I should be careful who I trust online and what information I can trust them with? • Can I explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried? • Can I explain what it means to 'know someone' online and why this might be different from knowing someone in real life? • Can I explain what is meant by 'trusting someone online'? • Can I explain why this is different from 'liking someone online'? 	<p>Free lessons plans:</p> <p>projectevoive.co.uk</p>
Year 4	<p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • Can I describe strategies for safe and fun experiences in a range of online social environments? • Can I give examples of how to be respectful to others online? 	

Online Relationships

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 5	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> • Can I explain that there are some people I communicate with online who may want to do me or my friends harm? • Can I recognise that this is not my/our fault? • Can I make positive contributions and be part of online communities? • Can I describe some of the communities in which I am involved and describe how I collaborate with others positively? 	Free lessons plans: project evolve.co.uk
Year 6	Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<ul style="list-style-type: none"> • Can I show I understand my responsibilities for the well-being of others in my online social group? • Can I explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming)? • Can I demonstrate how I would support others (including those who are having difficulties) online? • Can I demonstrate ways of reporting problems online for both myself and my friends? 	

Online Reputation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I identify ways that I can put information on the internet? 	
Year 1	<p>Co2/1.5 recognise common uses of information technology beyond school</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<ul style="list-style-type: none"> • Can I recognise that information can stay online and could be copied? • Can I describe what information I should not put online without asking a trusted adult first? 	<p>Free lessons plans:</p> <p>projectevolve.co.uk</p>
Year 2		<ul style="list-style-type: none"> • Can I explain how information put online about me can last for a long time? • Do I know who to talk to if I think someone has made a mistake about putting something online? 	

Online Reputation

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> • Can I search for information about myself online? • Can I recognise I need to be careful before I share anything about myself or others online? • Do I know who I should ask if I am not sure if I should put something online? 	Free lessons plans: projectevolve.co.uk
Year 4		<ul style="list-style-type: none"> • Can I describe how others can find out information about me by looking online? • Can I explain ways that some of the information about me online could have been created, copied or shared by others? 	
Year 5	Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> • Can I search for information about an individual online and create a summary report of the information I find? • Can I describe ways that information about people online can be used by others to make judgments about an individual? 	
Year 6	Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • Can I explain how I am developing an online reputation which will allow other people to form an opinion of me? • Can I describe some simple ways that help build a positive online reputation? 	

Online Bullying

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I describe ways that some people can be unkind online? • Can I offer examples of how this can make others feel? 	
Year 1	Co2/1.5 recognise common uses of information technology beyond school	<ul style="list-style-type: none"> • Can I describe how to behave online in ways that do not upset others and can give examples? 	Free lessons plans:
Year 2	Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<ul style="list-style-type: none"> • Can I give examples of bullying behaviour and how it could look online? • Can I understand how bullying can make someone feel? • Can I talk about how someone can/would get help about being bullied online or offline? 	projectevolve.co.uk

Online Bullying

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> • Can I explain what bullying is and can describe how people may bully others? • Can I describe rules about how to behave online and how I follow them? 	<p>Free lesson plans:</p> <p>projectevolve.co.uk</p>
Year 4		<ul style="list-style-type: none"> • Can I identify some online technologies where bullying might take place? • Can I describe ways people can be bullied through a range of media (e.g. image, video, text, chat)? • Can I 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)? 	
Year 5	Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> • Can I recognise when someone is upset, hurt or angry online? • Can I 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? • Can I explain how to block abusive users? • Can I explain how I would report online bullying on the apps and platforms that I use? • Can I describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline)? 	
Year 6	Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • Can I describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me? • Can I identify a range of ways to report concerns both in school and at home about online bullying? 	

Managing Online Information

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I talk about how I can use the internet to find things out? • Can I identify devices I could use to access information on the internet? • Can I give simple examples of how to find information (e.g. search engine, voice activated searching)? 	
Year 1	Co2/1.5 recognise common uses of information technology beyond school	<ul style="list-style-type: none"> • Can I use the internet to find things out? • Can I use simple keywords in search engines? • Can I 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? 	Free lessons plans:
Year 2	Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<ul style="list-style-type: none"> • Can I use keywords in search engines? • Can I demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)? • Can I explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri)? • Can I explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'? • Can I explain why some information I find online may not be true? 	projectevolve.co.uk

Managing Online Information

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	<p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<ul style="list-style-type: none"> • Can I use key phrases in search engines? • Can I explain what autocomplete is and how to choose the best suggestion? • Can I explain how the internet can be used to sell and buy things? • Can I explain the difference between a 'belief', an 'opinion' and a 'fact'? 	
Year 4	<p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • Can I analyse information and differentiate between 'opinions', 'beliefs' and 'facts'? • Can I understand what criteria have to be met before something is a 'fact'? • Can I describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)? • Can I describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online? • Can I explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people? • Can I explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true? 	<p>Free lessons plans:</p> <p>projectevoive.co.uk</p>

Managing Online Information

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 5	<p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about</p>	<ul style="list-style-type: none"> • Can I use different search technologies? • Can I evaluate digital content and can explain how I make choices from search results? • Can I explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence? • Can I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead)? • Can I explain what is meant by 'being sceptical'? • Can I give examples of when and why it is important to be 'sceptical'? • Can I explain what is meant by a 'hoax'? • Can I explain why I need to think carefully before I forward anything online? • Can I explain why some information I find online may not be honest, accurate or legal? • Can I explain why information that is on a large number of sites may still be inaccurate or untrue? • Can I assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose)? 	<p>Free lessons plans:</p> <p>projectevolve.co.uk</p>

Managing Online Information

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 6	<p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about</p>	<ul style="list-style-type: none"> • Can I use search technologies effectively? • Can I explain how search engines work and how results are selected and ranked? • Can I demonstrate the strategies I would apply to be discerning in evaluating digital content? • Can I describe how some online information can be opinion and can offer examples? • Can I 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')? • Can I demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important? • Can I identify, flag and report inappropriate content? 	<p>Free lessons plans:</p> <p>projectevolve.co.uk</p>

Health, Wellbeing & Lifestyle

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I identify rules that help keep us safe and healthy in and beyond the home when using technology? • Can I give some simple examples? 	
Year 1	Co2/1.5 recognise common uses of information technology beyond school	<ul style="list-style-type: none"> • Can I explain rules to keep us safe when we are using technology both in and beyond the home? • Can I give examples of some of these rules? 	Free lessons plans: projectevolve.co.uk
Year 2	Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<ul style="list-style-type: none"> • Can I explain simple guidance for using technology in different environments and settings? • Can I say how those rules/guides can help me? 	

Health, Wellbeing & Lifestyle

Year Group	NC Objectives	Skills / Knowledge	Apps / Links	
Year 3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> • Can I explain why spending too much time using technology can sometimes have a negative impact on me? • Can I give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos)? 		
Year 4		<ul style="list-style-type: none"> • Can I explain how using technology can distract me from other things I might do or should be doing? • Can I identify times or situations when I might need to limit the amount of time I use technology? • Can I suggest strategies to help me limit this time? 		
Year 5	Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> • Can I describe ways technology can affect healthy sleep and can describe some of the issues? • Can I describe some strategies, tips or advice to promote healthy sleep with regards to technology? 		Free lessons plans: project evolve.co.uk
Year 6	Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	<ul style="list-style-type: none"> • Can I describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose? • Can I 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)? • Can I explain the importance of selfregulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents)? 		

Privacy and Security

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Can I identify some simple examples of my personal information (e.g. name, address, birthday, age, location)? • Can I describe the people I can trust and can share this with? • Can I explain why I can trust them? 	
Year 1	<p>Co2/1.5 recognise common uses of information technology beyond school</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<ul style="list-style-type: none"> • Can I 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)? • Can I explain why I should always ask a trusted adult before I share any information about myself online? • Can I explain how passwords can be used to protect information and devices? 	<p>Free lessons plans:</p> <p>projectevolve.co.uk</p>
Year 2		<ul style="list-style-type: none"> • Can I describe why other people's work belongs to them? • Can I recognise that content on the internet may belong to other people? 	

Privacy and Security

Year Group	NC Objectives	Skills / Knowledge	Apps / Link
Year 3	<p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> • Can I give reasons why I should only share information with people I choose to and can trust? • Can I explain that if I am not sure or I feel pressured, I should ask a trusted adult? • Can I understand and can give reasons why passwords are important? • Can I describe simple strategies for creating and keeping passwords private? • Can I describe how connected devices can collect and share my information with others? 	Free lessons plans:
Year 4	<p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • Can I explain what a strong password is? • Can I describe strategies for keeping my personal information private, depending on context? • Can I explain that others online can pretend to be me or other people, including my friends? • Can I suggest reasons why they might do this? • Can I explain how internet use can be monitored? 	projectevoive.co.uk

Privacy and Security

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 5	<p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p>	<ul style="list-style-type: none"> • Can I create and use strong and secure passwords? • Can I 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? • Can I 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? 	
Year 6	<p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • Can I use different passwords for a range of online services? • Can I describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories)? • Do I know what to do if my password is lost or stolen? • Can I explain what app permissions are and can give some examples from the technology or services I use? • Can I describe simple ways to increase privacy on apps and services that provide privacy settings? • Can I describe ways in which some online content targets people to gain money or information illegally? • Can I describe strategies to help me identify such content (e.g. scams, phishing)? 	<p>Free lessons plans:</p> <p>projectevo.co.uk</p>

Copyright and Ownership

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • Do I know that work I create belongs to me? • Can I name my work so that others know it belongs to me? 	
Year 1	Co2/1.5 recognise common uses of information technology beyond school	<ul style="list-style-type: none"> • Can I explain why work I create using technology belongs to me? • Can I say why it belongs to me (e.g. 'it is my idea' or 'I designed it')? • Can I save my work so that others know it belongs to me (e.g. filename, name on content)? 	Free lessons plans: projectevolve.co.uk
Year 2	Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<ul style="list-style-type: none"> • Can I describe why other people's work belongs to them? • Can I recognise that content on the internet may belong to other people? 	

Copyright and Ownership

Year Group	NC Objectives	Skills / Knowledge	Apps / Links
Year 3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> Can I explain why copying someone else's work from the internet without permission can cause problems? Can I give examples of what those problems might be? 	Free lessons plans: projectevolve.co.uk
Year 4		<ul style="list-style-type: none"> When searching on the internet for content to use, can I explain why I need to consider who owns it and whether I have the right to reuse it? Can I give some simple examples? 	
Year 5	Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> Can I assess and justify when it is acceptable to use the work of others? Can I give examples of content that is permitted to be reused? 	
Year 6	Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	<ul style="list-style-type: none"> Can I demonstrate the use of search tools to find and access online content which can be reused by others? Can I demonstrate how to make references to and acknowledge sources I have used from the internet? 	