



Computing
Systems and
Networks



Online Safety



Computing
Systems and
Networks

Creating Media

Online Safety

Creating Media

Computing

Programming

Data
Information

Programming

Data
Information



Choices + Vocabulary

Computing Curriculum Overview

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Exploring Technology	Technology around us	Information technology around us	Connecting computers	The internet	Systems and searching	Communication and collaboration
Winter Warmers	Digital painting (G)	Digital photography (P&V)	Stop-frame animation (G, P&V)	Photo editing (G, P&V)	Introduction to vector graphics (G)	Webpage creation (T)
Spring Time	Moving a robot	Robot algorithms	Sequencing sounds	Repetition in shapes	Selection in physical computing	Variables in games
People that help us	Digital writing (T)	Digital music (A)	Desktop publishing (T)	Data logging	Flat-file databases	Introduction to spreadsheets
Transport	Programming animations	Programming quizzes	Events and actions in programs	Repetition in games	Selection in quizzes	Sensing movement
	OPTIONAL Grouping data	OPTIONAL Pictograms	OPTIONAL Branching databases	OPTIONAL Audio production (A)	OPTIONAL Video production (P&V,A)	OPTIONAL 3D modelling (G)

NOTE: T= Text, A= Audio, V= Video, G= Graphics

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Declarative Knowledge and Concepts



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> - Exploring Technology - Winter Warmers - Spring Time - People that Help us - Transport 	<ul style="list-style-type: none"> - Technology around us - Digital Painting - Moving a robot - Digital writing - Programming animations - Grouping data (Optional) 	<ul style="list-style-type: none"> - Information technology around us - Digital photography - Robot algorithms - Digital Music - Programming quizzes - Pictograms (Optional) 	<ul style="list-style-type: none"> - Connecting Computers - Stop Frame Animations - Sequencing Sounds - Desktop Publishing - Events and Actions in programs - Branching Databases (Optional) 	<ul style="list-style-type: none"> - The Internet - Repetition in shapes - Data logging - Photo Editing - Repetition in Games - Audio Production (Optional) 	<ul style="list-style-type: none"> - Systems and Searching - Selection in Physical Computing - Flat File Databases - Introduction to Vector Graphics - Selection in Quizzes - Video Production (Optional) 	<ul style="list-style-type: none"> - Communication and Collaboration - Webpage Creation - Variables in games - Introduction to spreadsheets - Sensing movement - 3D- modelling (Optional)
Computing Systems and Networks	<p><u>Exploring Technology</u></p> <p><u>Understanding the World</u></p> <p>Explore how things work.</p> <p><u>Physical Development</u></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Technology Around Us</u></p> <p>To explain that technology is something that can help us.</p> <p>To identify examples of technology.</p> <p>To explain how examples of technology help us.</p> <p>To recognise that a computer is an example of technology.</p> <p>To recognise that choices are made when using technology.</p> <p>To explain why rules are needed when using technology.</p>	<p><u>Information Technology Around Us</u></p> <p>To recognise different types of computers used in school.</p> <p>To recognise that a computer is part of information technology.</p> <p>To recognise the features of information technology.</p> <p>To talk about uses of information technology.</p> <p>To say how rules for using information technology can help us.</p> <p>To explain how information technology benefits us.</p> <p>To recognise that choices are made when using information technology.</p>	<p><u>Connecting Computers</u></p> <p>To describe what an input is.</p> <p>To explain that a process acts on the inputs.</p> <p>To explain that an output is produced by the process.</p> <p>To identify how changing the process can change the output.</p> <p>To recognise that a digital device is made up of several parts.</p> <p>To explain how computer systems can change the way we work.</p> <p>To recognise that computers can be connected to each other.</p>	<p><u>The internet</u></p> <p>To describe how networks connect to other networks.</p> <p>To outline how information can be shared via the World Wide Web.</p> <p>To recognise that the World Wide Web is part of the internet.</p> <p>To explain that the global interconnection of networks is the internet.</p> <p>To recognise the need for security on the internet.</p> <p>To describe how to access the World Wide Web.</p> <p>To describe the types of content/media that can be added, created,</p>	<p><u>Systems and searching</u></p> <p>To recognise that a system is a set of interconnected parts which work together.</p> <p>To explain that computers can be connected together to form IT systems.</p> <p>To identify that data can be transferred between IT systems.</p> <p>To recognise inputs, processes, and outputs in large IT systems.</p> <p>To describe the role of a particular IT system in their lives.</p> <p>To relate that search engines are examples of large IT systems.</p>	<p><u>Communication and Collaboration</u></p> <p>To recognise that data is transferred across networks using agreed protocols (methods).</p> <p>To recognise that connections between computers allow access to shared stored files.</p> <p>To explain that data is transferred in packets.</p> <p>To recognise computers connected to the internet allow people in different places to work together.</p> <p>To discuss the opportunities that technology offers for communication and collaboration.</p>

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				<p>To identify how devices in a network are connected to each other.</p> <p>To recognise that a network is made up of a number of different components.</p> <p>To identify the benefits of computer networks.</p> <p>To explain how information is passed through multiple connections.</p>	<p>and shared on the World Wide Web.</p> <p>To explain how the content of the World Wide Web is created, owned, and shared by people.</p> <p>To explain that the World Wide Web comprises of websites and web pages.</p> <p>To explain the benefits of the World Wide Web.</p> <p>To explain that the internet enables us to view the World Wide Web.</p> <p>To describe the current limitations of World Wide Web media.</p>	<p>To explain why search engines create indices, and that they are different for each search engine.</p> <p>To explain the role of web crawlers in creating an index.</p> <p>To explain how search results are selected.</p> <p>To explain that ranking orders search results to make them more useful.</p> <p>To explain how ranking is determined by rules, and that different search engines use different rules.</p> <p>To explain why the order of results is important and to whom.</p> <p>To explain how search engines make money by selling targeted advertising space.</p> <p>To identify some of the limitations of search engines.</p>	<p>To explain which types of media can be shared through the internet.</p> <p>To explain that communicating and collaboration using the internet can be public or private.</p>
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Creating Media	<u>Spring Time</u>	<u>Digital Painting</u>	<u>Digital Photography</u>	<u>Stop Frame Animation</u>	<u>Audio Production</u>	<u>Video Production</u>	<u>Webpage creation</u>
	<p><u>Expressive Arts and Design- Creating with Materials</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Personal, Social, Emotional and Development- Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Mathematics</u></p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p><u>Physical Development</u></p>	<p>To explain what different freehand tools do.</p> <p>To recognise computers can be used to create art.</p> <p>To recognise a tool can be adjusted to suit my need.</p> <p>To decide when it's appropriate to use each tool.</p> <p>To consider impacts of choices made.</p> <p>To compare painting using a paint brush to painting using a computer.</p> <p><u>Digital Writing</u></p> <p>To recognise that a keyboard is used to enter text into a computer.</p> <p>To recognise that the Shift key changes the output of a key.</p> <p>To recognise that text can be changed (appearance or edited)</p> <p>To consider the impact of choices made.</p>	<p>To recognise that some digital devices can capture images using a camera.</p> <p>To talk about how to take a photograph.</p> <p>To recognise that photos can be saved and viewed later.</p> <p>To make choices when composing my photograph.</p> <p>To recognise features of 'good' photographs.</p> <p>To identify how a photograph can be 'improved'.</p> <p>To explain the effect of light on a photograph.</p> <p>To recognise that photographs can be changed after they have been taken.</p> <p>To recognise that some images are not accurate.</p> <p><u>Digital Music</u></p> <p>To identify that computers can be used to play sounds of different instruments.</p> <p>To identify that the same pattern can be represented in different ways.</p>	<p>To explain that an animation is made up of a sequence of images.</p> <p>To identify that a capturing device needs to be in a fixed position.</p> <p>To recognise that smaller movements create smoother animation.</p> <p>To explain the need for consistency in working.</p> <p>To explain the impact of adding other media to an animation.</p> <p>To explain that a project must be exported so it can be shared.</p> <p><u>Desktop Publishing (DTP)</u></p> <p>To recognise how texts and images can be used together to convey information.</p> <p>To define landscape and portrait as two different page orientations.</p> <p>To consider how different layouts can suit different purposes.</p>	<p>To identify that sound can be recorded.</p> <p>To identify that an input device is needed to record sound.</p> <p>To identify that output devices are needed to play audio.</p> <p>To recognise that recorded audio can be stored on a computer.</p> <p>To recognise that audio can be edited.</p> <p>To recognise that sound can be represented visually as a waveform.</p> <p>To recognise that audio can be layered so that multiple sounds can be played at the same time.</p> <p>To consider the results of editing choices made.</p> <p><u>Video Editing</u></p> <p>To recognise that digital images can be manipulated.</p> <p>To recognise that digital images can</p>	<p>To explain the features of video as a visual media format.</p> <p>To recognise which devices can and can't record video.</p> <p>To explain the purpose of a storyboard.</p> <p>To recognise that filming techniques can be used to create different effects.</p> <p>To explain the limitations of editing video on a recording device.</p> <p>To identify that videos can be edited on a recording device or on a computer.</p> <p>To identify videos can be improved through and reshooting or editing.</p> <p>To recognise the need to regularly review and reflect on a video project.</p> <p>To recognise projects need to be exported to be shared.</p> <p><u>Introduction to Vector Graphs</u></p>	<p>To recognise the relationship between HTML and visual display.</p> <p>To recognise that web pages can contain different media types.</p> <p>To recognise that web pages are written by people.</p> <p>To recognise that a website is a set of hyperlinked web pages.</p> <p>To recognise components of a web page layout.</p> <p>To consider the ownership and use of images (copyright).</p> <p>To recognise the need to preview pages (different screens / devices).</p> <p>To recognise the need for a navigation path.</p> <p>To recognise the implications of linking to content owned by others.</p> <p><u>3D Modelling</u></p> <p>To explain that 3D models can be created on a computer.</p>

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	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		To compare playing music on instruments with making music on a computer.	<p>To recognise that DTP pages can be structured with placeholders.</p> <p>To recognise how different font styles and effects are used for particular purposes.</p> <p>To consider the benefits of using a DTP publication.</p>	<p>be changed for different purposes.</p> <p>To choose the most appropriate tool for a particular purpose.</p> <p>a particular purpose To consider the impact of changes made on the quality of the image.</p>	<p>To identify that a vector drawing comprises separate objects.</p> <p>To recognise that each object in a drawing is in its own layer.</p> <p>To recognise that vector images can be scaled without impact on quality.</p> <p>To recognise that objects can be modified in groups.</p> <p>To explain how alignment and size guides can help create a more consistent drawing.</p> <p>To consider the impact of choices made.</p>	<p>To recognise that a 3D environment can be viewed from different perspectives.</p> <p>To recognise that digital tools can be used to manipulate 3D objects.</p> <p>To show how placeholders can create holes in 3D objects.</p> <p>To recognise that artefacts can be broken down into a collection of 3D objects.</p>
Programming	<p><u>Winter Warmers, People who Help us, Transport</u></p> <p><u>Mathematics</u></p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p><u>Moving a robot/ Programming Animations</u></p> <p>To recall words that can be enacted.</p> <p>To explain what a given command does.</p> <p>To match a command to an outcome.</p> <p>To understand that a program is asset of commands that a computer can run.</p>	<p><u>Robot Algorithms/ Programming quizzes</u></p> <p>To describe that a series of instructions is a sequence.</p> <p>To explain what happens when we change the order of instructions.</p> <p>To recall that a set of instructions can be issued before they are enacted.</p> <p>To recognise that you can predict the outcome of a program.</p>	<p><u>Sequencing Sounds/ Events and actions in programs</u></p> <p>To explain that programs start because of an input.</p> <p>To explain what a sequence is.</p> <p>To identify that a program includes sequences of commands.</p> <p>To identify that the sequence of a program is a process.</p>	<p><u>Repetition in shapes/Repetition in games</u></p> <p>To relate what 'repeat' means.</p> <p>To identify everyday tasks that include repetition as part of a sequence, e.g. brushing teeth, dance moves.</p> <p>To explain that we can use a loop command in a program to repeat instructions.</p> <p>To identify patterns in a sequence.</p>	<p><u>Selection in Physical Computing/ Selection in quizzes</u></p> <p>To explain that a condition can only be true or false.</p> <p>To relate that a count-controlled loop contains a condition.</p> <p>To compare a count-controlled loop with a condition-controlled loop.</p> <p>To explain that a condition-controlled loop will</p>	<p><u>Variables in games/ Sensing movements</u></p> <p>To define a 'variable' as something that is changeable.</p> <p>To identify examples of information that is variable, for example, a football score during a match.</p> <p>To explain that a variable can be used in a program, e.g. 'score'.</p>

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	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p> <p>Continue, copy and create repeating patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p><u>Physical Development</u></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>To recall that a set of instructions can be issued before they are enacted.</p> <p>To choose a command for a given purpose.</p>	<p>To use logical reasoning to predict the outcome of a program.</p>	<p>To explain that the order of commands can affect a program's output.</p> <p>To identify that different sequences can achieve the same output.</p> <p>To identify that different sequences can achieve different outputs.</p>	<p>To identify a loop within a program.</p> <p>To explain that in programming there are indefinite loops and count-controlled loops.</p> <p>To explain that you can program a loop to stop after a specific number of times.</p> <p>To identify patterns in a sequence, eg 'step 3 times' means the same as 'step, step, step'.</p> <p>To explain that an indefinite loop will run until the program is stopped.</p> <p>To justify when to use a loop and when not to.</p> <p>To explain the importance of instruction order in a loop.</p> <p>To recognise that not all tools enable more than one process to be run at once.</p>	<p>stop when a condition is met.</p> <p>To explain that when a condition is met, a loop will complete a cycle before it stops.</p> <p>To explain that selection can be used to branch the flow of a program.</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met.</p> <p>To explain the importance of instruction order in 'if...then...else...' statements.</p>	<p>To define a program variable as a placeholder in memory for a single value.</p> <p>To explain that a variable has a name and a value.</p> <p>To recognise that the value of a variable can be used by a program.</p> <p>To recognise that the value of a variable can be updated.</p> <p>To identify that variables can hold numbers (integers) or letters (strings).</p> <p>To define the way that a variable is changed.</p> <p>To identify that variables can hold numbers (integers) or letters (strings).</p> <p>To define the way that a variable is changed.</p> <p>To recognise that a variable can be set as a constant (fixed value).</p> <p>To explain the importance of setting up a variable at the start of a program (initialisation).</p>
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							<p>To explain that there is only one value for a variable at any one time.</p> <p>To explain that if you read a variable, the value remains.</p> <p>To explain that if you change the value of a variable, you cannot access the previous value (cannot undo).</p> <p>To explain that the name of a variable needs to be unique.</p> <p>To explain that the name of a variable is meaningless to the computer.</p>
Data Information	<p><u>Winter Warmers and People Who Help Us</u></p> <p><u>Mathematics</u></p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p><u>Grouping Data</u></p> <p>To identify that objects can be counted.</p> <p>To recognise that information can be presented.</p> <p>To recognise that information can be presented in different ways.</p>	<p><u>Pictograms</u></p> <p>To use a tally chart to collect data.</p> <p>To compare objects that have been grouped by attribute.</p> <p>To complete a given comparison question, e.g. There are more ____ balls than ____ balls.</p> <p>To suggest appropriate headings for tally charts and pictograms.</p> <p>To explain that we can present information using a computer.</p>	<p><u>Branching Databases</u></p> <p>To investigate questions with yes/no answers.</p> <p>To identify attributes that you can ask yes/no questions about.</p> <p>To select an attribute to separate objects into two similarly sized objects.</p> <p>To explain that a branching database is an identification tool.</p>	<p><u>Data Logging</u></p> <p>To suggest questions that can be answered using a table of data.</p> <p>To identify data that can be logged over time.</p> <p>To identify that sensors are input devices.</p> <p>To recognise that a sensor can be used as an input device for data collection.</p> <p>To explain that a data logger captures 'data</p>	<p><u>Flat-file databases</u></p> <p>To explain that a computer program can be used to organise data.</p> <p>To explain that tools can be used to select data to answer questions.</p> <p>To outline how ordering data allows us to answer some questions.</p> <p>To outline how operands can be used to filter data.</p> <p>To outline how 'AND' and 'OR' can be used to</p>	<p><u>Introduction to spreadsheets</u></p> <p>To identify questions that can be answered using spreadsheet data.</p> <p>To explain what an item of data is in a spreadsheet.</p> <p>To explain how the data type determines how a spreadsheet can process the data.</p> <p>To outline that there are different software tools to work with data.</p>

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			<p>To use a computer program to present information in different ways.</p> <p>To give simple examples of why some information should not be shared.</p>	<p>To recognise that a data set can be structured using yes/no questions.</p> <p>To explain that a well-structured branching database will enable you to identify objects using fewer questions.</p> <p>To relate two levels of a branching database using AND.</p> <p>To suggest real-world applications for branching databases.</p>	<p>points' from sensors over time.</p>	<p>refine data selection.</p> <p>To explain that computer programs can be used to compare data visually.</p> <p>To explain that we present information to communicate a message.</p>	<p>To explain that formulas can be used to produce calculated data.</p> <p>To recognise cells can be linked.</p> <p>To explain why data should be organised in a spreadsheet.</p> <p>To recognise that a cell's value automatically updates when the value in a linked cell is changed.</p> <p>To evaluate results in comparison to the question asked.</p>
Online Safety	<p><u>Personal, Social, Emotional and Development-Managing Self</u></p> <p>Remember rules without needing an adult to remind them.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><u>Self-Image and Identity</u></p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p><u>Online Relationships</u></p> <p>I can give examples of when I should ask for</p>	<p><u>Self-Image and Identity</u></p> <p>I can explain how other people may look and act differently online and offline.</p> <p>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.</p> <p><u>Online Relationships</u></p> <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky, (e.g. email, online gaming, a pen-</p>	<p><u>Self-Image and Identity</u></p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p><u>Online Relationships</u></p> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know</p>	<p><u>Self-Image and Identity</u></p> <p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p><u>Self-Image and Identity</u></p> <p>I can explain how identify online can be copied, modified or altered.</p> <p><u>Online Relationships</u></p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/ our fault.</p> <p>I can describe some of the ways people may be involved in online communities and describe how they</p>	<p><u>Self-Image and Identity</u></p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both online and offline.</p> <p>I can explain the importance of asking until I get the help I need.</p> <p><u>Online Relationships</u></p> <p>I can explain how sharing something online may have an impact either positively or negatively.</p>

Subject Progression Computing



	<p><u>Self-Image and Identity</u> I can recognise online or offline, that anyone can say 'no'- 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad uncomfortable, embarrassed or upset.</p> <p><u>Online Relationships</u> I can give examples of how I (might) use technology to communicate with people I know.</p> <p><u>Online Bullying</u> I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p> <p><u>Managing Online Information</u> I can talk about how to use the internet as a way of finding information online.</p> <p><u>Health, Wellbeing and Lifestyle</u> I can identify rules that help keep us safe and healthy inn and beyond</p>	<p>permission to do something online and explain why this is important.</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p><u>Online Reputation</u> I can recognise that information can stay online and can be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p><u>Online Bullying</u> I can describe how to behave online in ways that do not upset others and can give examples.</p> <p><u>Managing Online Information</u> I can give simple examples of how to find information using digital technologies e.g.</p>	<p>pal in another school/country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>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.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I don not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p><u>Online Reputation</u> I can describe how anyone's online</p>	<p>someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p><u>Online Reputation</u></p>	<p><u>Online Relationships</u> I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p><u>Online Reputation</u> I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p><u>Online Bullying</u> I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post night affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p><u>Managing Online Information</u></p>	<p>might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p><u>Online Reputation</u> I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p> <p><u>Online Bullying</u> I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p>	<p>I can describe how to be kind and show respect for others including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others e.g. screen grabs.</p> <p>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.</p> <p><u>Online Reputation</u> I can explain the ways in which anyone can develop a positive online reputation.</p> <p><u>Online Bullying</u> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL,</p>
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Subject Progression Computing



	<p>the home when using technology.</p> <p><u>Privacy and Security</u> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p><u>Copyright and Ownership</u> I know that work I create belongs to me.</p>	<p>search engines, voice activated searching.</p> <p>Health, Wellbeing and Lifestyle I can explain rules to keep me safe when using technology both in and beyond the home.</p> <p><u>Health, Wellbeing and Lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p><u>Privacy and Security</u> I can explain how passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online,</p>	<p>information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><u>Online Bullying</u> I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can talk about how anyone experiencing bullying can get help.</p> <p><u>Managing Online Information</u> I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p> <p><u>Privacy and Security</u> I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p> <p><u>Online Bullying</u> I can describe ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><u>Managing Online Information</u> I can explain the difference between 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes,</p>	<p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p><u>Health, Wellbeing and Lifestyle</u> I can explain how using technology can be a distraction from other things, in</p>	<p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p><u>Managing Online Information</u> I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can explain key concepts including: information, reviews, facts, opinions, belief, validity, reliability, evidence.</p>	<p>profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p> <p><u>Managing Online Information</u> I can explain how search engines work and how results are selected and ranked.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>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).</p>
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Subject Progression Computing



		<p>belonging to myself or others.</p> <p><u>Copyright and Ownership</u> I understand that work created by others does not belong to me even if I save a copy.</p>	<p>keeping personal information private (e.g. creating and protecting passwords).</p> <p><u>Copyright and Ownership</u> I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>	<p>posts, news stories etc.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p><u>Health, Wellbeing and Lifestyle</u> 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.</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites).</p> <p><u>Privacy and Security</u> I can describe simple strategies for creating and</p>	<p>both a positive and a negative way.</p> <p>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.</p> <p><u>Privacy and Security</u> I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p><u>Copyright and Ownership</u> I can give some examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what it meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p><u>Health, Wellbeing and Lifestyle</u> I can describe ways technology can affect health and well-being both positively</p>	<p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can describe the difference between online misinformation and disinformation.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>I can identify, flag and report inappropriate content.</p> <p><u>Health, Wellbeing and Lifestyle</u> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone</p>
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Subject Progression Computing



				<p>keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p><u>Copyright and Ownership</u></p> <p>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.</p>		<p>(e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p><u>Privacy and Security</u></p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p> <p><u>Copyright and Ownership</u></p>	<p>and how/when they could manage this.</p> <p><u>Privacy and Security</u></p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>
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Subject Progression Computing



						I can give examples of content that is permitted to be reused and know how this content can be found online.	
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> - Exploring Technology - Winter Warmers - Spring Time - People that Help us - Transport 	<ul style="list-style-type: none"> - Technology around us - Digital Painting - Moving a robot - Grouping data - Digital writing - Programming animations 	<ul style="list-style-type: none"> - Information technology around us - Digital photography - Robot algorithms - Pictograms - Digital Music - Programming quizzes 	<ul style="list-style-type: none"> - Connecting Computers - Stop Frame Animations - Sequencing Sounds - Branching Databases - Desktop Publishing - Events and Actions in programs 	<ul style="list-style-type: none"> - The Internet - Audio Production - Repetition in shapes - Data logging - Photo Editing - Repetition in Games 	<ul style="list-style-type: none"> - Systems and Searching - Video Production - Selection in Physical Computing - Flat File Databases - Introduction to Vector Graphics - Selection in Quizzes 	<ul style="list-style-type: none"> - Communication and Collaboration - Webpage Creation - Variables in games - Introduction to spreadsheets - 3D- modelling - Sensing movement
Computing Systems and Networks	<p><u>Understanding the World</u></p> <p>Explore how things work.</p> <p><u>Physical Development</u></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Technology Around Us</u></p> <p>To choose a piece of technology to do a job.</p> <p>To recognise that some technology can be used in different ways.</p> <p>To identify the main parts of a computer.</p> <p>To use a mouse in different ways.</p> <p>To use a keyboard to type.</p> <p>To use the keyboard to edit text.</p> <p>To show how to use technology safely.</p>	<p><u>Information Technology Around Us</u></p> <p>To describe some uses of computers.</p> <p>To identify information technology in school.</p> <p>To identify information technology beyond school.</p> <p>To show how to use information technology safely.</p>	<p><u>Connecting Computers</u></p> <p>To identify input and output devices.</p> <p>To explain that a computing system accepts an input and processes it to produce an output.</p> <p>To explain how a computer network can be used to share information.</p> <p>To explain the role of a switch, server, and wireless access point in a network.</p> <p>To identify network devices around me.</p> <p>To explain how networks can be connected to other networks.</p>	<p><u>The Internet</u></p> <p>To access the World Wide Web.</p> <p>To evaluate the reliability of content and the consequences of unreliable content.</p>	<p><u>Systems and Searching</u></p> <p>To describe the input and output of a search engine.</p> <p>To demonstrate that different search terms produce different results.</p> <p>To evaluate the results of search terms.</p>	<p><u>Communication and Collaboration</u></p> <p>To outline methods of communicating and collaborating using the internet.</p> <p>To choose methods of internet communication and collaboration for given purposes.</p> <p>To evaluate different methods of communication and collaboration.</p> <p>To decide what you should and should not share online.</p>

Subject Progression Computing



Creating Media	Spring Time	Digital Painting	Digital Photography	Stop-frame Animation	Audio Production	Video Production	Webpage Creation
	<p><u>Expressive Arts and Design- Creating with Materials</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Personal, Social, Emotional and Development- Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Mathematics</u></p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p><u>Physical Development</u></p>	<p>To create a picture using freehand tools.</p> <p>To use shape and line tools when precision is needed.</p> <p>To use a range of paint colours.</p> <p>To use the fill tool to colour an enclosed area.</p> <p>To use the undo button to correct a mistake.</p> <p>To combine a range of tools to create a piece of artwork.</p> <p><u>Digital writing</u></p> <p>To use letter, number, and Space keys to enter text into a computer.</p> <p>To use punctuation and special characters.</p> <p>To select text.</p> <p>To choose options to achieve a desired effect.</p> <p>To change the appearance of text on a computer.</p> <p>To use the Backspace key to remove text.</p>	<p>To capture a digital image.</p> <p>To take photographs in both landscape and portrait format.</p> <p>To view photographs on a digital device.</p> <p>To decide which photographs to keep.</p> <p>To hold the camera still to take a clear photograph.</p> <p>To use zoom to change the composition of a photograph.</p> <p>To consider lighting before taking a photograph.</p> <p>To improve a photograph by retaking it.</p> <p>To use simple editing tools to change the appearance of a photograph.</p> <p><u>Digital Music</u></p> <p>To experiment with musical patterns on a computer.</p> <p>To experiment with different sounds on a computer.</p> <p>To use a computer to create a musical pattern.</p>	<p>To plan an animation using a storyboard.</p> <p>To set up the work area with an awareness of what will be captured.</p> <p>To capture an image.</p> <p>To use the onion skinning tool to review subject position.</p> <p>To move a subject between captures.</p> <p>To review a captured sequence of frames as an animation.</p> <p>To remove frames to improve an animation.</p> <p>To add media to enhance an animation.</p> <p>To review a completed project.</p> <p><u>Desktop Publishing</u></p> <p>To show that page orientation can be changed.</p> <p>To add text to a placeholder.</p> <p>To edit text in a placeholder.</p>	<p>To record sound using a computer.</p> <p>To play recorded audio.</p> <p>To import audio into a project.</p> <p>To delete a section of audio.</p> <p>To change the volume of tracks in a project.</p> <p><u>Photo Editing</u></p> <p>To recognise that digital images can be manipulated.</p> <p>To recognise that digital images can be changed for different purposes.</p> <p>To choose the most appropriate tool for a particular purpose.</p> <p>To consider the impact of changes made on the quality of the image.</p>	<p>To use different camera angles.</p> <p>To use pan, tilt and zoom.</p> <p>To identify features of a video recording device or application.</p> <p>To combine filming techniques for a given purpose.</p> <p>To determine what scenes will convey your idea.</p> <p>To decide what changes I will make when editing.</p> <p>To choose to reshoot a scene or improve later through editing.</p> <p>To use split, trim and crop to edit a video.</p> <p><u>Introduction to Vector Graphics</u></p> <p>To add an object to a vector drawing.</p> <p>To select one or multiple objects.</p> <p>To delete objects.</p> <p>To move objects between the layers of a drawing.</p>	<p>To review an existing website (navigation bars/ header).</p> <p>To create a new blank web page.</p> <p>To add text to a webpage.</p> <p>To set the style of text on a webpage.</p> <p>To change the appearance of text.</p> <p>To embed media in a webpage.</p> <p>To add webpages to a website.</p> <p>To insert hyperlinks between pages.</p> <p>To insert hyperlinks to another site.</p> <p>To preview a webpage (different screen size).</p> <p><u>3D Modelling</u></p> <p>To position 3D shapes relative to one another.</p> <p>To use digital tools to modify 3D objects.</p> <p>To combine objects to create a 3D digital artefact.</p>

Subject Progression Computing



	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>To position the text cursor in a chosen location.</p> <p>To use undo.</p>	<p>To use a computer to compose a rhythm and a melody on a given theme.</p> <p>To use a computer to play the same music in different ways (e.g. tempo).</p> <p>To evaluate a musical composition created on a computer.</p> <p>To improve a musical composition created on a computer.</p>	<p>To choose fonts and apply effects to text.</p> <p>To organise text and image placeholders in a page layout.</p> <p>To add and remove images to and from placeholder.</p> <p>To move resize and rotate images.</p> <p>To review a document.</p>		<p>To group and ungroup selected objects.</p> <p>To duplicate objects using copy and paste.</p> <p>To modify objects.</p> <p>To reposition objects.</p> <p>To combine options to achieve a desired effect.</p> <p>To create a vector drawing for a given purpose.</p>	<p>To use digital tools to accurately size 3D objects.</p> <p>To construct a 3D model which reflects a real world object.</p>
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Subject Progression Computing



Programming	<p><u>Winter Warmers, People who Help us, Transport</u></p> <p><u>Mathematics</u></p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p> <p>Continue, copy and create repeating patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p><u>Physical Development</u></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><u>Moving a robot/ Programming animations</u></p> <p>To enact a given word.</p> <p>To predict the outcome of a command on a device.</p> <p>To list which commands can be used on a given device.</p> <p>To run a command on a floor robot.</p> <p>To choose a command for a given purpose.</p> <p>To choose a series of words that can be enacted as a program.</p> <p>To choose a series of commands that can be run as a program.</p> <p>To build a sequence of commands in steps.</p> <p>To combine commands in a program.</p> <p>To run a program on a device.</p>	<p><u>Robot Algorithms/ Programming Quizzes</u></p> <p>To choose a series of words that can be enacted as a sequence.</p> <p>To choose a series of instructions that can be run as a program.</p> <p>To create a program.</p> <p>To trace a sequence to make a prediction.</p> <p>To run a program on a device.</p> <p>To debug a program that I have written.</p>	<p><u>Sequencing Sounds/ Events and Actions in Programs</u></p> <p>To build a sequence of commands.</p> <p>To combine commands in a program.</p> <p>To order commands in a program.</p> <p>To create a sequence of commands to produce a given outcome.</p>	<p><u>Repetition in Shapes/ Repetition in Games</u></p> <p>To list an everyday task as a set of instructions including repetition.</p> <p>To use an indefinite loop to produce a given outcome.</p> <p>To use a count-controlled loop to produce a given outcome.</p> <p>To plan a program that includes appropriate loops to produce a given outcome.</p> <p>To recognise tools that enable more than one process to be run at the same time (concurrency).</p> <p>To create two or more sequences that run at the same time.</p>	<p><u>Selection in Physical Computing/ Selection in quizzes</u></p> <p>To create a condition-controlled loop.</p> <p>To use a condition in an 'if...then...' statement to start an action.</p> <p>To use selection to switch the program flow in one of two ways.</p> <p>To use a condition in an 'if...then...else...' statement to produce given outcomes.</p>	<p><u>Variables in games/ Sensing movement</u></p> <p>To identify a variable in an existing program.</p> <p>To experiment with the value of an existing variable.</p> <p>To choose a name that identifies the role of a variable to make it easier for humans to understand it.</p> <p>To decide where in a program to set a variable.</p> <p>To update a variable with a user input.</p> <p>To use an event in a program to update a variable.</p> <p>To use a variable in a conditional statement to control the flow of a program.</p> <p>To use the same variable in more than one location in a program.</p>
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Data and Information	<p><u>Winter Warmers and People Who Help Us</u></p> <p><u>Mathematics</u></p> <p>Count objects, actions and sounds.</p>	<p><u>Grouping data</u></p> <p>To identify some attributes of an object.</p> <p>To collect simple data.</p> <p>To show that collected data can be counted.</p> <p>To describe the properties of an object.</p> <p>To choose an attribute to group objects by.</p> <p>To group objects to answer questions.</p> <p>To explain that objects can be grouped by similarities (attribute).</p> <p>To describe a group of objects (based on commonality).</p>	<p><u>Pictograms</u></p> <p>To recognise that people, animals and objects can be described by attributes.</p> <p>To show I can enter data onto a computer.</p> <p>To use a computer to view data in different formats.</p> <p>To use pictograms to answer single-attribute questions.</p> <p>To use a computer to answer comparison questions (graphs, tables).</p>	<p><u>Desktop Publishing</u></p> <p>To create questions with yes/no answers.</p> <p>To choose questions that will divide objects into evenly sized subgroups.</p> <p>To repeatedly create subgroups of objects.</p> <p>To identify an object using a branching database.</p> <p>To retrieve information from different levels of the branching database.</p>	<p><u>Data logging</u></p> <p>To use a digital device to collect data automatically.</p> <p>To choose an appropriate time frame when collecting data automatically.</p> <p>To use a set of logged data to find information.</p> <p>To use a computer program to sort data by one attribute.</p> <p>To export information in different formats.</p>	<p>Flat-file databases</p> <p>To choose different ways to view data.</p> <p>To choose which attribute and value to search by to answer a given question (operands).</p> <p>To ask questions that need more than one attribute to answer.</p> <p>To choose which attribute to sort data by to answer a given question.</p> <p>To choose multiple criteria to search data to answer a given question (AND and OR).</p> <p>To select an appropriate graph to visually compare data.</p> <p>To choose suitable ways to present information to other people.</p>	<p><u>Introduction to spreadsheets</u></p> <p>To calculate data using a formula for each operation.</p> <p>To use functions to create new data.</p> <p>To use existing cells within a formula.</p> <p>To choose suitable ways to present spreadsheet data.</p>
	<p><u>Online Safety</u></p> <p><u>Copyright and Ownership</u></p> <p>I can name my work so that others know it belongs to me.</p>	<p><u>Online Relationships</u></p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services)</p>	<p><u>Managing Online Information</u></p> <p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home,</p>	<p><u>Managing Online Information</u></p> <p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can describe and demonstrate how</p>	<p><u>Online Bullying</u></p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p><u>Managing Online Information</u></p> <p>I can analyse information to make a</p>	<p><u>Self-image and Identity</u></p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><u>Self-image and Identity</u></p> <p>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</p>

Subject Progression Computing



		<p><u>Managing Online Information</u> I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p><u>Copyright and Ownership</u> I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p>	forwards, back buttons; links, tabs, sections.	we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	<p>judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p><u>Copyright and Ownership</u> When searching on the internet, for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p>	<p><u>Managing Online Information</u> I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p><u>Privacy and Security</u> I can explain what a strong password is and demonstrate how to create one.</p> <p><u>Copyright and Ownership</u> I can assess and justify when it is acceptable to use the work of others.</p>	<p>challenge and reject inappropriate representations online.</p> <p><u>Managing Online Information</u> I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>I can identify, flag and report inappropriate content.</p> <p><u>Health, Wellbeing and Lifestyle</u> I can assess and action different strategies to limit the impact of technology on health (e.g. night shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p><u>Copyright and Ownership</u> I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and</p>
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Subject Progression
Computing



							acknowledge sources I have used from the internet.
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