



Computing Rationale

At Guilden Morden we believe that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities, better engagement of pupils, easier access to rich content, support conceptual understanding of new concepts and can support the needs of all our pupils.

We use Purple Mash to deliver our Computing curriculum from Reception to Year 6, within a cloud-based format that delivers exciting and focused lessons through creative tools, programs and games. Our aims through Purple Mash are to:

- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).



Online Safety

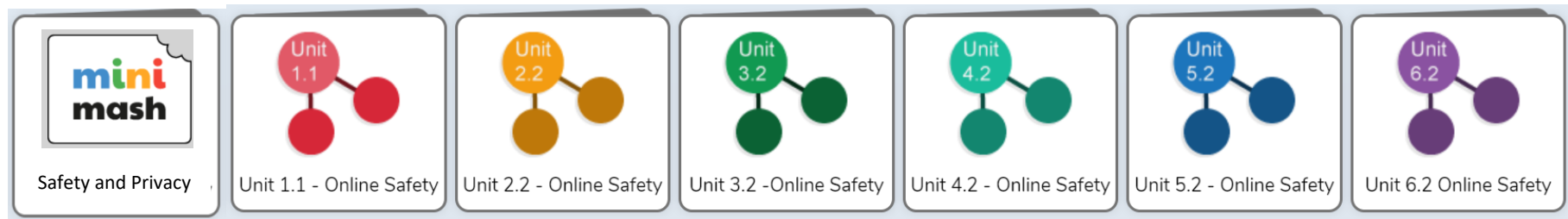
Being online is an integral part of children and young people's lives. Social media, online games, websites and apps can be accessed through mobile phones, computers, laptops and tablets – all of which form a part of children and young people's online world. The internet and online technology provides new opportunities for young people's learning and growth, but it can also expose them to new types of risks.

At Guilden we have a dual responsibility when it comes to e-safety:

- 1. To ensure our school's online procedures keep children safe.**
- 2. To teach them about online safety, in and outside of school.**

As a school, we foster an open environment in which our pupils are encouraged to ask questions and participate in an ongoing conversation about the benefits and dangers of the online world, through our Computing and PSHE curriculum as well as through class discussions, Collective Worship and Talk Circles.

Online Safety Units in Purple Mash





Computing National Curriculum and Coverage

Computing programmes of study: Key Stages 1 and 2

National curriculum in England

Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is **computer science**, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use **information technology** to create programs, systems and a range of content. Computing also ensures that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology



Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught to: • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; • create and debug simple programs; • use logical reasoning to predict the behaviour of simple programs; • use technology purposefully to create, organise, store, manipulate and retrieve digital content; • recognise common uses of information technology beyond school; • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; • 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; • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; • 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; • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Computing Curriculum Map Preschool/Reception

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception 	• Early Years learning environments should feature information technology scenarios based on experience in the real world, such as in roleplay. • Emphasis is given on developing the foundations of computing skills in early years that will give children a sound basis to explore topics using technology and to be ready for progressing through the Computing curriculum. • Familiarity with some of these skills will reduce the cognitive load on children in future learning and enable them to make progress more rapidly. • Outdoor exploration is an important aspect, supported by toys such as metal detectors, controllable traffic lights and walkie-talkie sets. • Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language or challenges with speech development. • Through the Mini Mash units, pupils can explore and develop early Computing skills. Mini Mash units are not presented in a required order. Units are not mandatory; they are simply provided to give a breadth of experiences to select from.					
Mini Mash Units						
Mouse and Trackpad Skills • This includes clicking, navigating using the movement of the mouse and dragging and dropping. • The activities aim to support children in developing the hand-eye coordination skills and fine-motor required to operate a mouse effectively. • A typical laptop trackpad is also introduced.		Keyboard Skills • This includes simple typing, capital letters and function keys such as ‘enter’. • Activities are included that match lower-case and capital letters as most keyboards that children encounter will contain capital letters. • It also includes recognising different fonts for example, an ‘a’ written a or a. • Children can also combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing		Drawing Skills • This includes choosing pens and style and composing drawn images on screen. • It also includes the undo function. • The use of a tablet is suggested as well as a mouse to enable children to mark make using touch.		Robots • Most early years classroom have access to floor robots; ideas are included for structured play with robots, starting with toy vehicles initially. • There are also ideas that start to develop children’s logical processing skills in terms of following and creating instructions and making predictions.



Sounds • These ideas make use of recording tools within Purple Mash • Children will also create music using the tools.	Photography • Ideas for using photos in the classroom. • How to upload images; a variety of devices and connections are suggested but will need to be adapted to the resources available in the school.	Technology Around Us • A selection of role-play ideas for including technology in play.	Hardware • Introduces knowledge about the parts of a computer and how to look after equipment. • Basic computer hygiene, including handwashing, being gentle and keeping food and drinks away from devices.
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Safety and Privacy

- Cross-over with PSHE curriculum: many of these aspects will be covered in PSHE sessions and can be extended to lay the foundations for online safety awareness.
- Introduces the idea of ownership and privacy.
- How to recognise when you are not comfortable with something.
- The concept of a helping hand of people to get support from.
- The idea of how to say no to something
- Keeping healthy; link to screentime
- Being kind

Other Mini Mash Units within EYFS Areas of Learning





Computing Curriculum Map – KS1 – Year 1 and 2

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1 Cycle A	Unit 1.1 Online Safety & Exploring Purple Mash	Unit 2.5 Effective Searching	Unit 1.2 Grouping & Sorting	Unit 2.6 Creating Pictures	Unit 1.7 Coding	Unit 2.1 Coding
		Unit 1.4 Lego Builders	Unit 1.8 Spreadsheets			
			Unit 1.9 Technology outside School			
Year 2 Cycle B	Unit 1.1 Online Safety & Exploring Purple Mash	Unit 2.4 Questioning	Unit 2.2 Online Safety	Unit 1.6 Animated Story Books	Unit 2.7 Making Music	Unit 1.3 Pictograms
			Unit 1.5 Maze Explorers		Unit 2.3 Spreadsheets	Unit 2.8 Presenting Ideas



Computing Curriculum Map – Lower KS2 – Year 3 and 4

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3 Cycle A	Coding • <u>Using Flowcharts</u> Unit 3.1, Lesson 1 • <u>Using Timers</u> Unit 3.1, Lesson 2 • <u>'if' statements</u> Unit 4.1, Lesson 2 • <u>Coordinates</u> Unit 4.1, Lesson 3 • <u>Code, Test and Debug</u> Unit 3.1, Lesson 4 • <u>Design, Code, Test and Debug</u> Unit 4.1, Lesson 1	Unit 3.2 Online safety	Unit 3.3 Spreadsheets	Unit 3.5 Email (including email safety)	Unit 3.4 Touch Typing	Unit 3.7 Simulations
			Unit 3.4 Touch Typing			Unit 3.8 Graphing
Year 4 Cycle B	Coding • <u>Using Repeat</u> Unit 3.1, Lesson 3 • <u>Repeat Until and 'if/else' Statements</u> Unit 4.1, Lesson 4 • <u>Number Variables</u> Unit 4.1, Lesson 5 • <u>Design and Make an Interactive Scene</u> Unit 3.1, Lesson 5-6 • <u>Making a Playable Game</u> Unit 4.1, Lesson 6	Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences	Unit 4.5 Logo	Unit 4.7 Effective Search
					Unit 4.6 Animation	Unit 4.8 Hardware Investigators



Computing Curriculum Map – Upper KS2 – Year 5 and 6

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5 Cycle A	Coding • <u>Coding Efficiently</u> Unit 5.1, Lesson 1 • <u>Simulating a physical system</u> -Unit 5.1, Lesson 2 • <u>Friction and Functions</u> Unit 5.1, Lesson 4 • <u>Introducing Strings</u> Unit 5.1, Lesson 5 • <u>Text Variable and Concatenation</u> Unit 5.1, Lesson 6 • <u>User Input</u> Unit 6.1, Lesson 5	Unit 5.2 Online safety	Unit 5.3 Spreadsheets	Unit 5.5 Game Creator	Unit 5.6 3D Modelling	Unit 5.7 Concept Maps
		Unit 5.4 Databases				
Year 6 Cycle B	Coding • <u>Designing and writing a more complex program</u> Unit 6.1, Lessons 1 & 2 • <u>Decomposition and Abstraction</u> Unit 5.1, Lesson 3 • <u>Using Functions</u> Unit 6.1, Lesson 3 • <u>Flowcharts and control simulations</u> Unit 6.1, Lesson 4 • <u>Text Adventure</u> Unit 6.1, Lesson 6	Unit 6.2 Online safety	Unit 6.3 Spreadsheets	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing
		Unit 6.4 Blogging				



Computing Skills Progression Map

Y1 Teacher Progression Overview: N.C. Statements & skills



	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.

Y2 Teacher Progression Overview: N.C. Statements & skills

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content

Y3 Teacher Progression Overview: N.C. Statements & skills

		Computer Science				Information Technology		Digital Literacy
Statement	Outcome	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
		Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.

Y4 Teacher Progression Overview: N.C. Statements & skills

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.

Y5 Teacher Progression Overview: N.C. Statements & skills

Computer Science					Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.

Y6 Teacher Progression Overview: N.C. Statements & skills

Computer Science					Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.