

# Subject progression: COMPUTING

<b>Year &amp; theme</b>	<b>Vocabulary</b>	<b>Objectives Procedural (I can . . .)</b>	<b>Objectives Declarative (I know . . .)</b>
<b>Nursery:</b>			
<b>Reception:</b>			

Year 1:

Autumn 1

Communicate  
Considerate  
Respect

Desktop computer  
Software  
Program  
Login  
Username  
Password  
Click  
Drag  
Menu  
Icon  
Symbol  
File  
Save  
Keyboard  
Mouse  
Arrow keys  
Cursor  
Cut  
Copy  
Paste  
Delete

### Digital Literacy (E-Safety)

- If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help
- I can give examples of when I should ask permission to do something online and explain why this is important.
- I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).
- I can explain why things one person finds funny or sad online may not always be seen in the same way by others.
- I can explain why it is important to be considerate and kind to people online and to respect their choices.

### Digital Literacy

- I can log in on Windows computer.
- I can get my usernames and passwords ready.
- I can use the locking screen.
- I can use a mouse to open a program
- I can click and drag to make objects on a screen
- I can use a mouse to create a picture
- I can type my name on a computer
- I can save my work to a file
- I can open my work from a file
- I can use the arrow keys to move the cursor
- I can delete letters
- I can copy text and images into a word document

### Digital Literacy (E-Safety)

- I know that there may be people online who could make someone feel sad, embarrassed or upset.

### Digital Literacy

- I know that keyboard keys are in capital letters.
- I know what a keyboard is for
- I know the different symbols for cut copy and paste

**Year 1:**

**Autumn 2**

Responsible  
Internet

Instruction  
Sequence  
Program  
Algorithm  
Debug

### **Digital Literacy (E-Safety)**

- I can describe how to behave online in ways that do not upset others and can give examples.
- I can explain rules to keep myself safe when using technology both in and beyond the home.
- I can search the internet for suitable pictures on an iPad

### **Computer Science**

- I can use directional instructions to create algorithms to solve puzzles.
- I can plan and develop algorithms  
I can solve problems by splitting algorithms into smaller parts.

### **Computer Science**

- I know an algorithm is a list of instructions
- I know that debugging is fixing our code, so that it works.

**Year 1:**

**Spring 1**

Personal  
Information  
Protect  
Account  
Device

Desktop computer  
Software  
Program  
Login  
Username  
Password  
Click  
Drag  
Menu  
Icon  
File  
Save  
Keyboard  
Mouse  
Arrow keys  
Cursor  
Cut  
Copy  
Paste  
Delete  
Lock screen  
Touch type

### **Digital Literacy (E-Safety)**

- I can explain how passwords are used to protect information, accounts and devices.
- I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).
- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

### **Digital Literacy**

- I can log on to a Windows computer
- I can explain how passwords and used to protect information, accounts and devices.
- I can get my usernames and passwords ready.
- I can use the locking screen.
- I can use a mouse by clicking and dragging
- I can use a device to touch type.
- I can cut copy paste on an iPad
- I can identify rules to keep us safe and healthy when we are using technology in and beyond the home
- I can give examples of some of these rules
- I can discuss how we benefit from these rules

### **Digital Literacy**

- I know how iPad touch, select, copy and paste is different to Windows functions.

**Year 1:**

**Spring 2**

Filename

Internet  
Website  
Search engine  
Online  
Private  
Airdrop  
Folder  
Image

**Digital Literacy (E-Safety)**

- I can describe how to behave online in ways that do not upset others and can give examples.
- I can say why work belongs to me (e.g. 'I designed it' or 'I filmed it').
- 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).

**Information technology**

- I can use Google search to find images
- I can save images from the internet
- I can save work under a suitable title/name
- I can create and rename folders
- To rename files
- To be able to send and move files to each other and to the teacher using airdrop
- I can present my images in a gallery

**Information technology**

- I know that work created by others does not belong to me even if I save a copy.



**Year 2:**

**Autumn 1**

Permission  
Consent  
Risks

**Digital Literacy (E-Safety)**

- I can explain why someone might want to change their appearance online.
- I can describe ways in which people might make themselves look different online.
- I can recognize issues online that might make me feel sad, worried uncomfortable or frightened.
- I can describe how you might send a message to someone you know using technology.
- I can list ways people might use technology to talk to people.
- I can name some of the risks in talking to people online.
- I can give examples when I might ask for permission to post things online
- I can give examples of when I might need to ask for help if something happens online without my consent.
- I can give examples of where to find support and who I might ask if I am unsure.

**Digital Literacy (E-Safety)**

- I know that people can choose different pictures online to what they actually look like in real life.
- I know who I can go to for help.
- I know how to ask for help.
- I know what the word consent means
- I know the feelings associated with being asked to do something positive and something which concerns me
- I know when to say 'no' and that I have the right to say 'no' online and seek advice.
- I know who I might ask if I am not sure or have concerns.

Year 2:

Autumn 2

Consent  
Permission  
Online Bullying

Sprite  
Repeat block  
Messaging  
Appear  
Disappear

### **Digital Literacy (E-Safety)**

- I can identify who can help me if something happens online without my consent.
- I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
- I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online
- I can explain what bullying is, how people may bully others and how bullying can make someone feel.
- I can explain why anyone who experiences bullying is not to blame
- I can talk about how anyone experiencing bullying can get help.

### **Computer Science**

- I can animate a sprite
- I can make sprites appear and disappear
- I can use a repeat block
- I can control a sprite's actions
- I can change the size of a sprite
- I can use messaging to control a sprite
- I can create a game



Year 2:

Spring 1

Public  
Search engine  
Navigate  
Webpage  
Home button  
Link  
Tabs  
Imaginary

Keywords  
Internet  
Webpage  
Icons

### Digital Literacy (E-Safety)

- I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
- I can say how those rules / guides can help anyone accessing online technologies.
- I can use simple key words in a search engine.
- I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'

### Digital Literacy

- I can use simple keywords in a search engine
- I can describe how the internet works
- I can demonstrate how to navigate a simple webpage.
- I can identify computers' icons.
- I can type without looking at the keyboard with correct finger placement

### Digital Literacy (E-Safety)

- I know what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).

### Digital Literacy

- I know the different uses of computers.
- I know how we use computers to stay safe while we're online

Year 2:

Spring 2

Content  
Internet

Powerpoint  
Keynote  
Word processor  
Word  
Pages  
Slides  
Font  
Save  
Re-open  
App  
Transition  
Animation  
Presentation

### **Digital Literacy (E-Safety)**

- I can recognize that content on the internet may belong to other people.
- I can describe why other people's work belongs to them

### **Information Technology**

- I can access and use a mobile word processor
- I can open Word/Pages app
- I can type a paragraph on a school topic
- I can add a picture
- I can create more slides
- I can change the font /size/colour
- I can save and use word processing files
- I can re-open a saved file
- I can use a different word processing app and to compare the experience
- I can transfer word processing skills to create a presentation.
- I can add transitions and animations on pictures added
- I can complete a presentation with animations and transitions
- I can use a different presentation app and to compare the experience

### **Information Technology**

- I know the differences between PowerPoint and KeyNote

Year 2:

Summer 1

Password  
Protect  
Private  
Personal Information  
Devices

Organise  
Edit  
Piccollage  
Present  
Send  
Airdrop  
Copy  
Paste  
Layers

### **Digital Literacy (E-Safety)**

- I can explain how passwords can be used to protect information, accounts and devices.
- I can explain and give examples of what is meant by 'private' and 'keeping things private'.
- I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
- I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

### **Information Technology**

- I can take a good photo.
- I can save and organise photos.
- I can use a photo edit app confidently
- I can create a Piccollage using edited photos.
- I can present my photos.
- I can use sending techniques such as AirDrop.
- I can add and edit layers.
- I can copy and paste.
- I can change visibility of layers

### **Information Technology**

- I know photo editing is done in layers.
- I know the concept of 'transparent' in photo editing.

**Year 2:**

**Summer 2**

Consent  
Digital Footprint

Grow  
Shrink  
Repeat  
Algorithm  
Broadcast code  
Sequencing

### **Digital Literacy (E-Safety)**

- I can explain how information put online about someone can last for a long time.
- I can describe how anyone's online information could be seen by others.

### **Computer Science**

- I can program a character to grow and shrink.
- I can use instructions to make characters move at different speeds and distance.
- I can use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour.
- I can create programs that play a recorded sound.
- I can use speech in a program using the Broadcast code
- I can use sequencing in a program

### **Digital Literacy (E-Safety)**

- I know who to talk to if something has been put online without consent or if it is incorrect.

Identify  
Identity  
Permission

**Digital Literacy (E-Safety)**

- I can explain how people can represent themselves in different ways online.
- 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.
- I can describe ways people who have similar likes and interests can get together online.
- I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.
- 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.
- I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- I can explain how someone's feelings can be hurt by what is said or written online.
- I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

**Digital Literacy (E-Safety)**

- I can explain what is meant by the term Identify.

Personal information  
Online privacy  
Permission

Plagiarism  
Copyright  
Digital mapping  
Website  
Keywords  
Ranked  
Credibility  
Source

### **Digital Literacy (E-Safety)**

- 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.
- I can explain who someone can ask if they are unsure about putting something online.
- 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.

### **Information Technology**

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- I can create and experience stories about a topic.
- I can use a website or app to explore my subject.
- I can research and record information.  
I can consider keywords, questions, synonyms, alternative phrases etc. to find information.
- I can use search effectively
- I can appreciate how results are selected and ranked, and be discerning in evaluating digital content
- I can assess the credibility of a source on the internet
- I can write information in my own words,
- I can acknowledge the source where I got my information

### **Digital Literacy (E-Safety)**

- I know how to search for information about others online

### **Information Technology**

- I know what plagiarism and copyright mean



Private  
Pressure  
Online Privacy

Coding  
Algorithm  
Loop  
Sequence

### **Digital Literacy (E-Safety)**

- I can describe simple strategies for creating and keeping passwords private.  
I can give reasons why someone should only share information with people they choose to and can trust.
- I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
- I can give reasons why someone should only share information with people they choose to and can trust.
- I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
- I can describe how connected devices can collect and share anyone's information with others.

### **Computer Science**

- I can describe sequences
- I can construct simple sequences
- I can build sequences and understand orders
- I can code with loops

### **Computer Science**

- I know what coding means
- I know what an algorithm is
- I know what a loop is



Fact  
Key phrases  
Opinion  
Accurate  
Minus numbers

If statement  
Algorithm  
Sprite  
x-axis, y-axis

### **Digital Literacy (E-Safety)**

- I can demonstrate how to use key phrases in search engines to gather accurate information online.
- 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, posts, news stories etc.
- I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

### **Computer Science**

- I can explain how the internet can be used to sell and buy things
- I can understand and use an 'if statement'
- I can a simple algorithm
- I can create simple movement with blocks.
- I can make my sprite bounce on an edge.
- I can make my sprite follow the mouse pointer.
- I can move the spite using direction code.

### **Computer Science**

- I know what minus numbers do to code.

**Year 3:  
Summer 2**

Algorithm  
HTML  
Sprite  
Function  
Code  
Criteria  
Blocks

**Computer Science**

- I can create a sprite that is computer controlled.
- I can use the if button to code the sprites when a criteria has been fulfilled
- I can create sprites that hide when eaten and show later in a random place.
- I can use the wait function and the hide and show blocks.
- I can use HTML code to show how phone/tablet apps are coded.

**Computer Science**

- I know what HTML coding is

Identity, internet,  
private, consent

**Digital Literacy (E-Safety)**

- I can explain how my online identity can be different to my offline identity.
- I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
- I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)
- I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
- I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
- I can describe strategies for keeping personal information private, depending on context.
- I can explain that internet use is never fully private and is monitored, e.g. adult supervision.
- I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

**Digital Literacy (E-Safety)**

- I know what the digital age of consent is and the impact this has on online services asking for consent.
- I know that people can pretend to be someone else online.
- I know that internet use is never fully private.

Reputation, media

world wide web, network, internet, wireless, data, IP address, email, router, WIFI, wired, software, hardware, connection,

send, receive, mail, inbox, email address, attachment, reply, forward.

**Digital Literacy (E-Safety)**

- I can recognise when someone is upset, hurt or angry online.
- I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat)
- I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)
- I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

**Computer Science**

- I can understand what a computer network is, and how they can provide multiple services, such as the world wide web, and opportunities for collaboration and communication.
- I can understand the components of a computer network. I can show how information is exchanged between devices.
- I can understand that the internet is the physical connection between computers and networks. I can understand how data travels throughout a network.
- To understand that devices on a network have a unique address.

**Information Technology**

- I can understand how email travels and how to retrieve it.

**Digital Literacy (E-Safety)**

- I know the online behaviours that may show that someone is feeling upset, hurt or angry.
- I know that bullying behaviour can make someone feel upset, hurt or angry.
- I know that someone may try to pretend they are not upset, hurt or angry online.
- I know that what I do online can affect other people's feelings and can influence how someone feels about me
- I know that I should not be mean online.
- I know what different types of media are online.

**Computer Science**

- I know what a computer network is.
- I know what the world wide web is.
- I know that there are different components to a computer network.
- I know that the internet is the physical connection between computers and networks.
- I know that data travels through a network.
- I know that devices on a network have a unique address.
- I know that information is exchanged between devices.

**Information Technology**

- I know how to retrieve an email. I know that emails can be used to communicate ideas.

		<ul style="list-style-type: none"> <li>• I can send and reply to emails.</li> <li>• I can attach a file/photo to an email. I can understand the advantages of attaching files/photos to emails.</li> <li>• I can use emails to communicate ideas. I can share a document with others via email.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the advantages of attaching files/photos to emails. I know that every device which uses the internet has an IP address.</li> </ul>
<p><b>Year 4 – Spring 1</b></p>	<p>technology</p> <p>Create, file, save, save as, open, cut, copy, paste, keyboard, shortcut, copyright, cite information, transition, layer, edit, enhance, crop, select, artifact</p>	<p><b>Digital Literacy (E-Safety)</b></p> <ul style="list-style-type: none"> <li>• I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> <li>• 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.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can create a word document and edit the font.</li> <li>• I can open and edit word document. I can use keyboard shortcuts (Cut, copy paste).</li> <li>• I can create a PowerPoint and edit font and design.</li> <li>• I can layer images on top of each other. I can create image effects.</li> <li>• I can understand the smart select function. I can use the crop function.</li> </ul>	<p><b>Digital Literacy (E-Safety)</b></p> <p>I know that technology can be a distraction, both in a positive and negative way.</p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I know how to cite information</li> <li>• I know that images can be changed or enhanced.</li> <li>• I know that there are keyboard shortcuts.</li> </ul>

Information, searching

Algorithm, bug, debug, loop, problem, forever

**Digital Literacy (E-Safety)**

- I can describe how to find out information about others by searching online.
- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.

**Computer Science**

- I can understand and identify algorithms
- I can identify bugs and how to approach fixing them.
- I can identify loops and use decomposition to solve problems.
- I can understand abstraction to solve problems
- I can understand how functions can make coding efficient. I can understand conditional statements for different contexts.
- I can use and identify nested loop (Loops within loops)

**Digital Literacy (E-Safety)**

- I know that others may search my name online to find information about me.
- I know that not all information about me online may have been posted online by me.
- I know that people may alter information or put untrue information about me online with or without my knowledge.

**Computer Science**

- I know that an algorithm is a set of instructions.
- I know that sometimes there are problems and know that I can fix these (debugging).
- I know that a loop is a sequence of instructions that is continually repeated.

Judgement, social media, in app purchases, pop-ups, belief, opinion

perspective, trailer, animation, green screen, output, software, digital devices, content, video, photo

**Digital Literacy (E-Safety)**

- I can analyse information to make a 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.
- I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.
- I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online.
- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- 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.

**Information Technology**

- I can select, use, and combine a variety of software on a range of digital devices to design and create a range of content.
- I can create a trailer using pictures, developing camera skills and manipulation.
- I can practice simple photography skills.
- I can use a variety of methods to create a news report with a replacement background.

**Digital Literacy (E-Safety)**

- I know the difference between a 'belief', an 'opinion' and a 'fact'.
- I know what criteria have to be met before something is a 'fact'.
- I know how to evaluate evidence to determine its credibility.
- I know how to get help from a trusted adult if needed.

**Information Technology**

- I know what software is.
- I know what a trailer is.
- I know that an image is a picture that has been created or copied and stored in electrical form.

Sprite, user, debug,  
background

### **Computer Science**

- I can create a sprite from Scratch.
- I can create a sprite to transverse a maze, sized and controlled by the user.
- I can use a repeat block and sensing to send the sprite back to the start if they touch a wall.
- I can use a 'broadcast' to unlock a secret door.
- I can use a 'broadcast' to go to level 2.
- I can debug my game so it works correctly.
- I can change my background and sprite.

### **Computer Science**

- I know how to save and retrieve my sprite.
- I know how to reduce the size of my sprite.
- I know how to fix any problems that are noticed.
- I know that if I change the backdrop, sprite or effects it will increase the appeal of the game.



Identity, Gif, meme, emoji, community,

**Digital Literacy (E-Safety)**

- I can explain how identity online can be copied, modified or altered.
- I can give examples of technology-specific forms of communication.
- I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.
- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
- I can demonstrate how to support others (including those who are having difficulties) online.

**Digital Literacy (E-Safety)**

- I can explain someone's online identity can be different to their identity in 'real life'.
- I can describe how someone might change their identity online.
- I can explain the positive reasons for changing your online identity and the negative reasons for doing so.
- I understand that I can show my online identity in different ways.
- I know that my online identity can have an impact on others, both positively and negatively.
- I can demonstrate responsible choices about my online identity, depending on context.
- I know that communication online does not have to be text-based.
- I know that a variety of communication methods have been developed specific to online communication eg gifs, memes.
- I know that the appropriate use of technology specific communication.
- I know some of the positive things I do in communities and can explain how my behaviour impacts on others.
- I know some of the difficulties some people may have, including online.
- I know what I can do to support others online, both friends and people I know less well
- I know how to report problems online and can name a number of reporting routes that I could use or suggest to someone else.

Document,  
collaborate,  
software, flyer,  
advertise.

### **Information Technology**

- I can create docs and collaborate using Microsoft Word (online).
- I can use Microsoft Publisher/Apple Pages to create an image.
- I can create an advert using Microsoft Publisher

### **Information Technology**

- I know that I can work on a document at the same time as others.
- I know that a flyer is used to advertise something.

Bullying, upstander, support, abusive, platform.

calculate, cell, column, formula, formulae, row, spreadsheet, sum, table, linear, binary, hashing

**Digital Literacy (E-Safety)**

- I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
- I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.
- I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.
- I can identify a range of ways to report concerns and access support both in school and at home about online bullying.
- I can explain how to block abusive users.
- I can describe the helpline services which can help people experiencing bullying, and how to access them.

**Computer Science**

- I can identify the key elements of a spreadsheet.
- I can enter formulae into a spreadsheet.
- I can enter labels and numbers into a spreadsheet.
- I can explore spreadsheet models that allow the exploration of possible outcomes.
- I can use SUM to calculate a set of numbers in a range of cells.
- I can understand how hashtag searching works.

**Digital Literacy (E-Safety)**

- I know some differences between online and offline bullying.
- I know some of the different ways people can be hurtful to others online
- I know how to be an 'upstander' online.
- I know that bullying is different from banter.
- I know who to speak to if someone I know was being bullied online.
- I know different support that is available to someone who is being bullied online.
- I know that if someone is at risk of harm I need to tell a responsible adult.
- I know how to block abusive users on the different platforms, apps and games that they use.

**Computer Science**

- I know that spreadsheets can be used to perform quick, accurate calculations.
- I know the importance of using a cell reference for recalculation.
- I know that mathematical problems can be explored using a spreadsheet.

<p><b>Year 5: Spring 1</b></p>	<p>reliability, summarise, plagiarism, information, accuracy,</p> <p>command, sequence, loop, function, debugging, algorithm</p>	<p><b>Digital Literacy (E-Safety)</b></p> <ul style="list-style-type: none"> <li>To search for information about an individual online and summarise the information found.</li> <li>To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>I can describe, demonstrate and code using commands and sequences.</li> <li>I can debug a code.</li> <li>I can describe, demonstrate and code using functions and loops .</li> </ul>	<p><b>Digital Literacy (E-Safety)</b></p> <ul style="list-style-type: none"> <li>I know that a search for information about other people and present that information for others to read.</li> <li>I know that the information I find may not be accurate.</li> <li>I know that people may make judgements against others on the information that they find.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>I know that debugging is identifying and removing errors.</li> </ul>

Website notifications, pop-ups, stereotype, assets,

Sprite, variables, function, operator, debug, import, export assets, algorithm

**Digital Literacy (E-Safety)**

- I can identify ways the internet can draw us to information for different agendas.
- I can describe ways of identifying when online content has been commercially sponsored or boosted.
- 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.
- I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.
- I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

**Computer Science**

I can create custom assets.  
 I can save and import internet assets.  
 I can code all 3 sprites correctly, so they make a working game.  
 I can add a second player to my game by duplicating.  
 I can create a score system and lives system.  
 I can tell the game to stop when all lives are gone.  
 I can create a countdown timer.  
 I can test the game and debug any problems.  
 I can copy code from one sprite to another.  
 I can create a music file .  
 I can export it the music file and import it to the program.  
 I can create a title screen and a game over screen for my game.

**Digital Literacy (E-Safety)**

- I know why information I see online may be personalised.
- I know some of the methods used to get my attention online
- I know that the the information I see may be targeted based on my interests
- I know that some online content may be commercially promoted.
- I know what is meant by content that is sponsored or boosted.
- I know that some influencers or vloggers are paid to promote items.
- I know that where content is sponsored, it is not always apparent.
- 

**Computer Science**

- I know how to code a sprite.
- I know how to create a game using Scratch.
- I know how to copy a code.
- I know how to debug any problems with the game.
- I know how to export and import a file.
- I know how a game works

Strategy, technology, fact, fake

animation, frame, figure, motion, hyperlink, share

**Digital Literacy (E-Safety)**

- I can describe ways technology can affect health and well-being both positively and negatively.
- I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
- I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
- I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.
- I can explain what a strong password is and demonstrate how to create one.
- I can explain how many free apps or services may read and share private information with others.
- I can explain what app permissions are and can give some examples.

**Information Technology**

- I can use still images to produce an animation.
- I can combine individual frames to perceive movement.
- I can create custom-made, creative animations.
- I can evaluate webpages.
- I can create a webpage layout. I can add text to a webpage.
- I can add images to a webpage.
- I can add hyperlinks into a webpage.
- I can publish and share my webpage.

**Digital Literacy (E-Safety)**

- I know simple properties of healthy sleep.
- I know simple benefits of sleep on body's health.
- I know the difference between fact and fake information.
- I know what a trusted source of online website/information looks like.
- I know what in-app purchasing is (including loot boxes).
- I know the benefits but also the risks of in-app purchases.
- I know that I should always ask permission when making an online purchase.
- I know the risks posed by not protecting accounts and information online.
- I know why apps request permission to access data and functions on a device.

**Information Technology**

- I know that an animation can be made from a series of still images.
- I know how to access webpages.
- I know there are different webpage layouts.
- I know that a hyperlink can take you straight to a webpage.

<b>Year 5: Summer 2</b>	Coding, sprite, maze, scenery	<ul style="list-style-type: none"><li>• I can use the Kodu tools to create a 3D environment.</li><li>• I can create and control sprites in Kodu.</li><li>• I can create scenery such as trees, factories, clouds, and lakes.</li><li>• I can change the scenery settings (Day/night, waves)</li><li>• I can build a maze with different colour walls.</li><li>• I can use smart tools to create a maze.</li><li>• I can fill the maze with collectibles and enemies.</li><li>• I can create a multi-level maze game using different levels.</li></ul>	<ul style="list-style-type: none"><li>• I know what a sprite is.</li><li>• I know how to create and control sprites,</li><li>• I know how to create scenery.</li><li>• I know how to change the scenery settings.</li><li>• I know how to use smart tools to create a maze.</li></ul>

Stereotype, boundaries, deliberate, consequences, inappropriate

**Digital Literacy**

- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I can give examples of how to get help, both on and offline.
- I can explain the importance of asking until I get the help needed.
- I can explain how sharing something online may have an impact either positively or negatively.
- I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.
- I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
- I can explain that taking or sharing inappropriate images of someone, 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.
- I can test my e safety knowledge in Band Runner.

**Digital Literacy (E-Safety)**

- I know why it is important to reject inappropriate representations online
- I know how to get help, both on and offline.
- Understand the concept of consequence online and give examples.
- I know that reactions to events online can determine the consequences.
- I know that sharing online can be positive as well as negative and be able to give examples of both.
- I know what 'boundaries' are, including online.
- I know the concept of consequence online and give examples.
- I know that reactions to events online can determine the consequences.
- I know that sharing online can be positive as well as negative and be able to give examples of both.
- I know what 'inappropriate' might mean different things to different people.
- I know what an 'inappropriate' picture might be and give examples.
-



<p><b>Year 6: Autumn 2</b></p>	<p>2D shape, 3D shape, push/pull, orbit, pan, zoom, move, inference, eraser, dimension, measurement, guide, group, component</p>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can draw a 2D shape or line using SketchUp.</li> <li>• I can manipulate 2D shapes into 3D shapes.</li> <li>• I can use the measure tool to draw shapes.</li> <li>• I can use inference points to draw lines and shapes.</li> <li>• I can double click to copy, push/pull and offset.</li> <li>• I can import models from the 3D warehouse.</li> <li>• I can copy and manipulate 3D models.</li> <li>• I can select the tools I need for different features.</li> <li>• I can use the main tools independently.</li> <li>• I can use all the main tools on the SketchUp toolbar.</li> <li>• I can understand how to apply for jobs and how to create a CV using a template.</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I know what a 2D shape is and can give examples.</li> <li>• I know what a 3D shape is and can give examples.</li> <li>• I know that a CV can be used to apply for jobs.</li> </ul>
<p><b>Year 6: Spring 1</b></p>	<p>anonymous, encrypted, digital personality</p> <p>green screen, crop marker, event browser, project pane, video, recording, background</p> <p>Application, developer</p>	<p><b>Digital Literacy (E-safety)</b></p> <ul style="list-style-type: none"> <li>• I can explain the ways in which anyone can develop a positive online reputation.</li> <li>• I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can create a short video using green screen.</li> <li>• I can add digital effects to my video using Windows Photos.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• I can design a school app, using buttons, logos and maps to help.</li> <li>• I can understand app development.</li> </ul>	<p><b>Digital Literacy (E-Safety)</b></p> <ul style="list-style-type: none"> <li>• I know what an online reputation is.</li> <li>• I know that people may do an online search to find out information about me</li> <li>• I know that the information that people find about me will allow them to form an opinion about me.</li> </ul> <p><b>Computer Science</b></p> <p>I know that apps are good ways of displaying information.</p>

Privacy, password,

QR code, app, text box, image, crop, links, debug, test, button, date picker.

**Digital Literacy (E-Safety)**

- I can describe effective ways people can manage passwords.
- I can explain what to do if a password is shared, lost or stolen.
- I can describe how and why people should keep their software and apps up to date,
- I can describe simple ways to increase privacy on apps and services that provide privacy settings.
- I can describe ways in which some online content targets people to gain money or information illegally and can describe strategies to help me identify such content.

**Computer Science**

- I can understand how to start an app building project.
- I can understand how to use the insert and resize feature.
- I can create buttons with website links.
- I can create different screens in the app and how to link to them.
- I can see and test my build in real time.
- I can test and debug the app to fix any issues.
- I can upload the created app to a cloud location.

**Digital Literacy (E-Safety)**

- I know some effective strategies for managing passwords.
- I know that app permissions allow access to our personal information.
- I know that online services have terms and conditions that govern their use.
- I know that terms and conditions say what the company is allowed to do and what a user is allowed to do.
- I know that terms and conditions may include information about how an online service makes money.

**Computer Science**

- I know how to insert pictures onto an app.
- I know that a QR code will take me straight to the application.
- I know that by testing my app, I can check for any issues.
- I know what Microsoft teams is.
- I know how to download and save an image.

Bullying,

HTML, loops,  
forward, backward,  
input, function

### Digital Literacy

- I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.

### Computer Science

- I can explain that web pages are written using HTML; use basic HTML tags; remix webpages using X-Ray Goggles.
- I can understand that Python is the language that powers websites and apps.
- I can add/remove digital artifacts from an image

### Information Technology

- I can record a video and add effects.

### Digital Literacy

- I know there are different ways to gather evidence of bullying behaviour online.
- I know some different ways to use technology to protect myself from bullying behaviour.
- I know it's important to talk to a trusted adult about being bullied online.

### Computer Science

I know that Python is the language that powers websites and apps.  
I know that web pages are written using HTML.

Fact, opinion  
misinformation,  
disinformation,  
illegal, content

**Digital Literacy (E-Safety)**

- I can explain how search engines work and how results are selected and ranked.
- I can explain how to use search technologies effectively.
- I can describe how some online information can be opinion and can offer examples.
- 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.
- 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).
- I understand the concept of persuasive design and how it can be used to influence peoples' choices.  
I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.
- I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.
- I can describe the difference between online misinformation and dis-information
- 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.

**Digital Literacy(E-Safety)**

- I know what a search engine is.
- I know what is meant by persuasive design
- I know what the terms misinformation and disinformation.
- I know ways to report illegal content on different platforms
- I understand that there are different types of illegal content online
- I know some of the laws that relate to different types of illegal content.

the sharing of misinformation or disinformation).

- I can identify, flag and report inappropriate content.

### **Computer Science**

- I can describe, demonstrate and code using commands and sequences.
- I can debug with code.
- I can describe, demonstrate and code using functions and loops.
- I can design programmes to solve challenges with functions and loops
- I can demonstrate and code using algorithms.
- I can describe, demonstrate and code using conditional code and logic.

### **Computer Science**

- I know that debugging is finding a problem and fixing it.
- I know how to code using Swift Playgrounds.
- I know a loop is a block of code that will repeat over and over again.
- I know that an algorithm is a set of rules.