Westcliff Primary Academy
Curriculum Overview for Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety						
Nursery/ Reception	Children will be focussing on the prime areas of learning during their time in Nursery/Reception to ensure that they are ready for computing curriculum in Key Stage 1. Without the foundations of the prime areas children will struggle to access and share knowledge in Reception (e.g. fine motor skills need developing to ensure they can use a mouse carefully/ children need to speak in full sentences to share how things work and explain differences). Children will be given opportunities to explore technology and develop an awareness of how it is used/when.					
Overview	Digital safety	Computer discovery	Mouse and keyboard skills **Laptops**	Early programming	Digital photos and videos	Digital art and design
Key Concepts:	Digital Literacy	Information Technology	Information Technology	Computer Science	Information Technology	Information Technology
Knowledge - what will our children learn? Skills - what do we want our children to do?)	Discuss what to do when you see something different on a computer or online. Discuss who to go to for help.	Discuss and label the components of a computer. Discuss what should be done if a computer needs repairing. Use a mouse to control a computer (large	Move mouse, left/right click, drag and drop. Find letters on keyboard and begin touch typing with home row keys	Discuss how things work. Discuss what a sequence is. Create a simple sequence of instructions for other children or beebots	Understand the difference between a photo and a video. Discuss what can be used to take photos, where we can get photos and how we can share them.	Use simple tools and techniques competently and appropriately. Select appropriate resources and adapt them where necessary. Explore how colours

		cursor).		to complete.	Discuss where photos and videos go once they have been taken.	can be changed. Choose particular colours to use for a purpose.
Enrichment	National Coding Week - Focus:Microbit September 14–20, 2026		**Safer Internet Day 9th February 2027**			

Year 1	Autumn 1	Spring 1	Summer 1
Overview	Digital Painting	Digital writing	Creating animations in programs
Key Concepts:	Information Technology	Digital Literacy/Information Technology	Computer science
Prior Learning	• Pupils should be familiar with how to switch their device on • Pupils should be familiar with how to log in to their device	• Pupils should be able to access a digital device and log on where necessary • Pupils should be able to open an application as directed • Pupils should be able to operate a pointing device (or equivalent) to control features of software	• Pupils will know how to turn on and log in to a digital device. • Pupils will know how to perform basic actions to control a digital device, (point, click, move, type).
Knowledge - what will our children learn? Skills - what do we want our children to do?	This unit introduces pupils to using digital tools for the first time. It builds their confidence and foundational skills in operating digital devices. Before starting, pupils should already know how to turn on and log in to their device. Throughout the unit, they will develop key digital skills they'll use across the curriculum. In later units these same skills will support pupils as they explore different ways to create and edit digital images and apply these same skills across a range of applications.	This unit covers various aspects of using a computer to create and manipulate text. Pupils will become familiar with using a keyboard and mouse to enter and remove text. They will consider how to change the look of their text, and will be able to justify their reasoning for making these changes.	This unit introduces pupils to how computer programs are built and carry out actions. Using block-based programming they explore controlling sprites, selecting backgrounds and creating or adapting projects, alongside designing simple algorithms. This is the first step in developing computational thinking, giving pupils the foundations in logic, sequencing, and problem solving that will be revisited and expanded upon.
Enrichment	National Coding Week - Focus:Microbit September 14–20, 2026	**Safer Internet Day - 9th February 2027**	

Year 2	Autumn 1	Spring 1	Summer 1
Overview	Information technology in the world beyond school	Using IT to organise and present data	Building sequences in programs
Key Concepts:	Digital Literacy/Information Technology	Information Technology	Computer Science
Prior Learning	• Pupils will know how to turn on and log in to a digital device. • Pupils will be able to operate a digital device and use it to enter and edit textual information. • Pupils will have talked with teachers and responsible adults about the appropriate use of IT.	• Pupils know how to access websites on digital devices as directed. • Pupils understand how to count objects and group them. • Pupils understand how charts can help to visualise numerical data. • Pupils will be able to operate a digital device and use it to enter and edit textual information.	• Pupils can create sequences in a block-based programming environment. • Pupils can debug simple programs that don't work. • Pupils recognise elements of graphical computer programs. • Pupils can follow straight-forward algorithms. • Pupils can operate a digital device and use it to enter and edit textual information.
Knowledge - what will our children learn? Skills - what do we want our children to do?	This unit progresses pupils' knowledge and understanding of technology and how they interact with it both in school and the wider world. They will build their knowledge of what Information Technology is and how it is used day-to-day. They will also consider the appropriate use of IT, setting the expectation that it should be used carefully and responsibly throughout their lives. .	Having previously explored how to collect, summarise and present data, pupils now develop their skills in organising and classifying information. They refine their ability to identify attributes, ask precise yes/no questions and sort objects, strengthening logical thinking and decision-making. This progression builds the foundation for analysing, comparing and structuring data preparing pupils for more complex tasks involving patterns, problem-solving, and drawing conclusions.	This unit builds on pupils' previous experiences with block-based programming to deepen their understanding of how sequences of commands produce outcomes. They learn to predict and explain code behaviour, recognising how small changes affect results. By designing and modifying quiz questions, pupils take an early step in structured problem-solving, laying the groundwork for more complex programming concepts and applications in later years.
Enrichment	National Coding Week - Focus:Microbit September 14–20, 2026	**Safer Internet Day - 9th February 2027**	

Year 3	Autumn 1	Spring 1	Summer 1
Overview	Programming sequence using sound	Organising data using databases	Desktop publishing
Key Concepts:	Computer Science (Programming)	Information Technology (Data and Systems)	Digital Literacy (Creating Media & Safety)
Prior Learning	• Pupils should have some prior experience of programming. • Pupils should be aware that instructions can be represented in code. • Pupils should be aware that the sequence of commands can affect the outcome of the program.	• Pupils understand what data is in a computer system. • Pupils recognise that stored data should be organised to make it easier to retrieve later. • Pupils should be able to identify ways data is captured about the world around us.	• Pupils can store and use media content on digital devices. • Pupils recognise that content is generated for an audience.
Knowledge - what will our children learn? Skills - what will they be able to do?	Having previously developed sequences in block-based programming, pupils now extend their understanding of algorithms, sequence, and code blocks by working with Scratch. This unit introduces the Scratch interface and familiarises pupils with the attributes of the sprite and stage. This stage of learning prepares them for later programming units where they will improve program readability by using iteration and subroutines to replace long sequences of instructions.	In this unit pupils learn to organise and classify information, developing logical thinking and decision-making skills. They practise asking yes/no questions, identifying attributes, and sorting objects, skills that support future learning by strengthening their ability to analyse, compare, and structure information. This foundation helps them tackle more complex tasks involving data, patterns, and problem-solving as they progress through their learning.	Pupils are ready to progress from working with text or images separately to combining them to communicate more effectively. This unit introduces desktop publishing as a purposeful way to create documents with impact. Pupils begin to see how layout, design, and style choices affect how a message is received. Learning this now helps them plan and present information clearly in posters, newsletters and other real-world formats ensuring they recognise that when they create information it will need to be presented in a way that is suitable for its intended audience.
Enrichment	National Coding Week - Focus:Microbit September 14–20, 2026	**Safer Internet Day -9th February 2027**	

Year 4	Autumn 1	Spring 1	Summer 1
Overview	Repetition in programs	The internet	Audio production
Key Concepts:	Computer Science (Programming)	Information Technology (Data and Systems)	Digital Literacy (Creating Media & Safety)
Prior Learning	• Pupils have created programs with simple sequences in a block-based language. • Pupils have planned programs before creating them. • Pupils can debug simple instructions to ensure they function as intended.	• Pupils recognise and can describe how IT is used both in school and the world around them. • Pupils can explain what a digital device is and the benefits that come from the interconnections with other devices. • Pupils recognise the potential and risks of using online technology.	• Pupils understand that audio is a media artefact useable on digital devices. • Pupils recognise that digital devices can receive a variety of inputs. • Pupils have experience of planning and implementing simple computer-based projects.
Knowledge - what will our children learn? Skills - what will they be able to do?	Having previously learned how to create programs using sequences of commands, pupils are now ready to extend their programming knowledge by introducing count-controlled loops. This unit shows how loops can repeat identical sequences efficiently, building both algorithmic thinking and coding skills. Pupils design algorithms and implement them as code, taking an important step toward writing more concise, efficient, and scalable programs in future units.	As pupils become more independent in their use of technology and begin exploring the online world, it is the right time to develop both their technical understanding and their ability to use the internet safely. This unit introduces the internet as a network of networks and explains that the World Wide Web is one part of it. Pupils learn to evaluate online content for honesty, accuracy and reliability, recognising the consequences of false information. This learning builds the foundations for responsible, informed participation in a connected world.	Pupils are ready to expand their media creation skills by working with audio as well as images and text. This unit introduces the process of recording and editing sound to produce a podcast, building technical knowledge of sound-based input and output devices. Pupils explore issues of ownership and copyright, understanding the importance of using audio responsibly. By learning to record, edit and combine multiple tracks in software they develop the skills to create engaging audio content which provides a foundation for more complex multimedia projects they will create.
Enrichment	National Coding Week - Focus:Microbit September 14–20, 2026	**Safer Internet Day - 9th February 2027**	

Year 5	Autumn 1	Spring 1	Summer 1
Overview	Exploring selection in physical computing The Oak lessons for this unit are explicitly built around using the BBC micro:bit device. If physical devices are unavailable, you can use the built-in digital micro:bit simulator on the MakeCode platform, which legally fulfills the curriculum requirement of "simulating physical systems.	Introduction to computer systems	Introduction to vector graphics
Key Concepts:	Computer Science (Programming)	Information Technology (Data & Systems)	Digital Literacy (Creating Media & Safety)
Prior Learning	• Pupils can explain how sequence, selection and iteration is used in programs. • Pupils have experience of writing sequence, selection and iteration in block-based programs. • Pupils recognise input and output devices. • Pupils understand that systems are combinations of different components working together to complete a task.	• Pupils can access search engines. • Pupils recognise how to interact with search engines. • Pupils recognise use of IT in and out of school. • Pupils can identify parts of computer systems.	• Pupils can manipulate a mouse or use a touch screen to draw marks on a page. • Pupils can recognise common digital tools and their uses. • Pupils understand how digital images can be painted.
Knowledge - what will our children learn? Skills - what will they be able to do?	Having already learnt with block-based programming, pupils now extend this by applying code to real-world outputs through a Crumble microcontroller. Connecting and controlling devices makes programming tangible, showing how technology interacts with the physical world. These programming and physical computing skills help pupils see how technology can be used to solve practical problems, design creative projects and bring their ideas to life in ways that go beyond the screen.	As pupils begin to use technology more independently across subjects, it is important that they understand how computer systems work and how information moves between devices. This unit develops their ability to explain real-world systems through input, process, and output, supporting logical thinking and problem-solving. Pupils also learn how search engines operate, enabling them to research effectively, evaluate results critically, and strengthen digital literacy.	Having previously explored digital painting, pupils are now ready to progress to creating vector drawings. This unit helps them understand that vector images are built from shapes and lines, with each element acting as an object that can be layered, grouped, and duplicated. Learning this now allows pupils to move from freehand creative work to more precise, structured image creation, giving them the tools to design complex digital artwork and laying the groundwork for future work with graphic design and multimedia projects.
Enrichment	National Coding Week - Focus:Microbit September 14–20, 2026	**Safer Internet Day - 9th February 2027**	

Year 6	Autumn 1	Spring 1	Summer 1
Overview	Using variables in programming to develop a game	Introduction to spreadsheets	Web page creation
Key Concepts:	Computer Science (Programming)	Information Technology (Data & Systems)	Digital Literacy (Creating Media & Safety)
Prior Learning	• Pupils can create block-based programs that use sequence, selection and iteration. • Pupils have experience of designing simple algorithms, implementing them as code and then testing them for completeness. • Pupils recognise that programs are coded algorithms.	• Pupils understand the representation of numerical information in graphical form. • Pupils recognise that data can take different forms. • Pupils recognise that data types describe the form that data will take. • Pupils can perform calculations that involve totalling quantities and costs of items.	• Pupils can identify the features of websites. • Pupils understand the concept of ownership of content on the WWW. • Pupils can combine text and images together to create artefacts that meet the needs of an audience.
Knowledge - what will our children learn? Skills - what will they be able to do?	Having already built an understanding of sequence, repetition and selection, pupils are now ready to explore how programs can store and change data. Introducing variables at this stage helps them see how values like scores, timers or measurements can be represented within code. This mirrors the way algebra in maths uses symbols to stand for changing quantities and how science uses variables to measure and control experiments. Learning about variables shows pupils the power of abstraction, helping them connect computing with problem-solving across subjects.	Having already explored ways of collecting and presenting data, pupils are now ready to organise and manipulate information using spreadsheets. This unit shows them how to structure data into columns and rows, format it clearly, and apply simple formulas to perform calculations. Learning this now helps pupils see how spreadsheets can be used to analyse and interpret data efficiently, a skill with clear applications across and beyond computing and everyday problem-solving in the wider world.	This unit introduces pupils to the fundamentals of designing and creating websites. Building on their experience of using websites across different devices, pupils will now explore how websites are structured and what makes them effective. They will learn to design webpages with a clear purpose, focusing on layout, navigation, and visual appeal. Pupils will also be taught how to use media responsibly, including understanding copyright and fair use. These skills will help them communicate ideas effectively and ethically through digital media that they use in future.

Enrichment	National Coding Week - Focus:Microbit September 14–20, 2026	**Safer Internet Day - 9th February 2027**	

Computing - Digital Safety Curriculum (Taught through Project Evolve) - 1x assembly per week

Year 1

PSHE unit	Evolve Unit			
FAE	Self-image and identity	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	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.	
BR	Managing online information	I can give simple examples of how to find information using digital technologies	I know/ understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke.	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
CS	Online bullying	I can describe how to behave online in ways that do not upset others and can give examples.		
OW	Copyright and ownership	I can explain what work I create using technology belongs to me.	I can say why it 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.	I understand that work created by others does not belong to me even if I save a copy.
HW	Security	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.	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
KSS	Online Reputation	I can recognise that information can stay online and could be copied.	I can describe what information I should not put online without asking a trusted adult first.	
KSH	Health and wellbeing	I can explain rules to keep myself safe when using technology in and beyond the home.		

REL	Online relationships	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 it is important to be considerate and kind to people online and to respect their choices.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

Year 2

PSHE	Evolve Unit					
FAE	Self-image and identity	I can explore how other people may look and act differently online and offline.		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.		
BR	Managing online information	I can use simple keywords in search engines.	I can demonstrate how to navigate a simple webpage to get information I need.	I can explain what voice activated searching is and how it might be used, and know it is not a real person.	I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.	I can explain why some information I find online may not be real or true.
CS	Online bullying	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.
OW	Copyright and ownership	I can recognise that content on the internet may belong to other people.			I can describe why other people's work belongs to them.	
HW	Security	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.	I can explain how some people may have devices in their homes connected to the internet and give examples.	
KSS	Online Reputation	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.		I know who to talk to if something has been put online without consent or if it is incorrect.	
KSH	Health and wellbeing	I can explain simple guidance for using technology in different environments and settings.		I can say how those rules/guides can help anyone accessing online technologies.		
REL	Online relationships	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.		I can explain who I should ask before sharing things about myself or others online.	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.	

		I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I can 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.

Year 3

PSHE	Evolve Unit					
FAE	Self-image and identity	I can explain what is meant by the term 'identity'.	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 and why.	
BR	Managing online information	I can demonstrate how to use key phrases in search engines to gather accurate information online.	I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things.	I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online.	I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	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.
CS	Online bullying	I can describe appropriate ways to behave towards other people online and why this is important.		I can give examples of how bullying behaviour could appear online and how someone can get support.		
OW	Copyright and ownership	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.				
HW	Security	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 describe how connected devices can collect and share anyone's information with others.	
KSS	Online Reputation	I can explain how to search for information about others online.	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.	
KSH	Health and wellbeing	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.		I can 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.		

REL	Online relationships	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 on 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.	

Year 4

PSHE	Evolve Unit					
FAE	Self-image and identity	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.	
BR	Managing online information	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 probably accuracy (e.g. social media, image sites, video sites).	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.	I can explain why lots of people sharing the same opinion or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things and describe what the benefits and the risks might be.	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.
CS	Online bullying	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).	
TTW	Copyright and ownership	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.		I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images.		
AWWJ	Privacy and Security	I can describe strategies for keeping personal	I can explain that internet use is never fully private	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.		I know what the digital age of consent is and the

		information private, depending on context.	and is monitored e.g. adult supervision.		impact this has on online services asking for consent.
KSS	Online Reputation	I can describe how to find 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.	
KSH	Health and wellbeing	I can explain how using technology can be a distraction from other things, in both a positive and negative way.		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.	
GAC	Online relationships	I can describe strategies for safe and fun experiences in a range of online social environments.	I can give examples of how to be respectful to others online and describe how to recognise health and unhealthy online behaviours.	I can explain how content online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.	

Year 5

PSHE	Evolve Unit					
FAE	Self-image and identity	I can explain how identity online can be copied, modified or altered.		I can demonstrate how to make responsible choices about having an online identity, depending on context.		
BR	Managing online information	I can explain the benefits and limitations of using technologies.	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	I can evaluate digital content and can explain how to make choices about what is trustworthy.	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	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.
CS	Online bullying	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 playing 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 (e.g. Childline or The Mix)				
TTW	Copyright and ownership	I can assess and justify when it is acceptable to use the work of others.		I can give examples of content that is permitted to be reused and know how this content can be found online.		
AWWJ	Privacy and Security	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.		I can explain what app permissions are and can give some examples.

KSS	Online Reputation	I can search for information about an individual online and summarise the information found.		I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.		
KSH	Health and wellbeing	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 can 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.	
GAC	Online relationships	I can give examples of technology-specific forms of communication.	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.	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others.	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.

Year 6

PSHE	Evolve Unit					
FAE	Self-image and identity	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 know and 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.
BR	Managing online information	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', 'manipulate' and 'persuasions' 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 disinformation.	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.	I can identify, flag and report inappropriate content.
CS	Online bullying	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.			I can explain how someone would report online bullying in different contexts.	
TTW	Copyright and ownership	I can demonstrate the use of search tools to find and access online content which can be reused by others.		I can demonstrate how to make references to and acknowledge sources I have used from the internet.		

AWWJ	Privacy and Security	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, e.g. auto updates.	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; I can describe strategies to help me identify such content.	I know that online services have terms and conditions that govern their use.
KSS	Online Reputation	I can explain the ways in which anyone can develop a positive online reputation.		I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.		
KSH	Health and wellbeing	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this.	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	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).	
GAC	Online relationships	I can explain how sharing something online may have an impact either positively of negatively.	I can describe how to be kind and show respect for others online including the importance of respecting boundarie 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.

Terminology

Algorithm	An unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective.	**Program**	A stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and/or stored data to generate output.
Computer networks	The computers and the connecting hardware (wifi access points, cables, fibres, switches and routers) that make it possible to transfer data using an agreed method.	**Repetition**	A programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped.
Control	Using computers to move or otherwise change 'physical' systems. The computer can be hidden inside the system or connected to it.	**Search**	To identify data that satisfies one or more conditions, such as web pages containing supplied keywords, or files on a computer with certain properties.
Data	A structured set of numbers, representing digitised text, images, sound or video, which can be processed or transmitted by a computer.	**Selection**	A programming construct in which the instructions that are executed are determined by whether a particular condition is met.

Debug	To detect and correct the errors in a computer program.	**Sequence**	To place programming instructions in order, with each executed one after the other.
Digital content	Any media created, edited or viewed on a computer, such as text (including hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia).	**Services**	Programs running on computers, typically those connected to the internet, which provide functionality in response to requests; for example, to transmit a web page, deliver an email or allow a text, voice or video conversation.
Information	The meaning or interpretation given to a set of data by its users, or which results from data being processed.	**Simulation**	Using a computer to model the state and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games.
Input	Data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.	**Software**	Computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to 'apps' running on mobile devices and to web-based services.
Internet	The global collection of computer networks and their connections, all using shared protocols to communicate.	**Variables**	A way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.
Logical reasoning	A systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.	**World wide web**	A service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users; the pages

			typically include links to other web pages and may be generated by programs automatically.
Output	The information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly through the control of motors in physical systems.		