





National Curriculum 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.

Expected covered content from Key Stage 1

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.

Actual coverage in Key Stage 2

Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
design, write and debug programs that accomplish specific goals, including controlling or		T3 – L&O		T1 – AWOBI
simulating physical systems; solve problems by decomposing them into smaller parts				T6 – IHAD
• use sequence, selection, and repetition in programs; work with variables and various forms	T3- AVS			T1 - AWOBI
of input and output				
use logical reasoning to explain how some simple algorithms work and to detect and correct		T3 – L&O		T1 - AWOBI
errors in algorithms and programs				
understand computer networks including the internet; how they can provide multiple		T1 – LS		
services, such as the world wide web; and the opportunities they offer for communication		T4 - POP		
and collaboration				
use search technologies effectively, appreciate how results are selected and ranked, and be		T6 - CF	T1 – MC	
discerning in evaluating digital content				
 select, use and combine a variety of software (including internet services) on a range of 	T1-TAF	T4 – POP	T1 – MC	T3 –WOTW
digital devices to design and create a range of programs, systems and content that	T4 – UTC	T6 - CF	T3 – YNI	T4 – GW
accomplish given goals, including collecting, analysing, evaluating and presenting data and	T6 - CFWMA		T4 – FOB	T6 – IHAD
information			T6 - CFWM	
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	T3 - AvS (PSHE)	T1 – LS (PSHE)	T2 – GWTF (PSHE)	T1 – AWOBI (PSHE)
behaviour; identify a range of ways to report concerns about content and contact.	T6 - CFWMA	T4 - POP	T3 – YNI	







Knowledge Building

Digital Citizenship

Digital Citizenship (which encompasses e-safety) is considered the ability to access digital technology safely and responsibly, as well as being an active, respectful, discerning member of society both online and offline. Pupils will learn to identify situations that make them feel uncomfortable and understand how to resolve these. They will also learn that digital citizenship relates to their own behaviour online, as well as that of others. They will know that they must report anything they see or hear that they don't like to an adult and begin to monitor their **online behaviours** to ensure their own safety. As ethical digital citizens, they will analyse the validity of online content, understand the importance of copyright, and respectfully evaluate and challenge online content.

Computer Science

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. In simple terms, pupils will know that inputting simple instructions into a controllable device is a form of computer science. The progression of knowledge in this area will come through developing computational language and thinking, understanding what **algorithms** are and how they can be used to write code to **program** a device using increasingly complex steps.

Data

Data is a term used to cover collective information that can be presented in several ways. Pupils will have had experience of handling data in mathematics and will have opportunities to cross-reference these skills with computer programs that can be used to sort and present data. By using computer data programs, large amounts of data can be processed and presented easily. Pupils will have experience of using **databases and spreadsheet programs**.

Information Technology

Information Technology provides a context for the use of computers in society - historically, currently and in the future. Through real-life contexts, pupils will link what are often abstract ideas involving technology to everyday life, and therefore understand the practical applications of computing in the wider world. This will show them how computing is integral to the world around them, enabling them to identify and understand the uses of technology in daily life. This includes computer networks; the internet and the World Wide Web; radio and satellites; search technologies and how they work.

Technical Vocabulary

Learning about computing brings a significant amount of domain-specific **technical vocabulary**. Vocabulary in computing also changes regularly as processes, programs and applications adapt and develop. Pupils will explore an ever-increasingly complex dictionary of **technical terms and vocabulary** and will be encouraged to implement them when using computers and devices in all curriculum areas.

Multimedia

Multimedia is a term used to cover a range of media devices and applications. Multimedia includes the use and combination of video, audio, graphics and text to interact and communicate with an audience. Pupils will have the opportunity to design and produce digital content of their own, using a range of media and consider the audience they are creating it for. Many pupils will be familiar with creating content and be increasingly aware of how the work of others can be accessed online.









End Goals

Adventurers / LKS2

Our aim in teaching computing in Adventurers is to embed pupils' knowledge of computing within the context of the world around them. Adventurers ensures that pupils should become increasingly digitally literate, able to use, and express themselves and develop their ideas through, information and communication technology, and associated technical vocabulary. They should learn about computer networks and the history of the internet, key moments and figures involved in shaping the World Wide Web, and how this allows communication around the world. Via our 'Safe Zone' lessons, pupils should deepen their knowledge of digital citizenship, begin to evaluate the validity of online content, and understand further the concepts of copyright and ownership. Pupils will develop further computational skills to create and manipulate programmes, using repetition, loops and selection and be able to talk about intended and specific outcomes. Pupils should have a secure understanding of the role of algorithms and be able to successfully use them within programming, developing their debugging skills. Adventurers continues to bring computing to life for the pupils, drawing upon their interests and experiences and placing computing into relevant contexts for learning. For example, during 'That's All Folks!' pupils should learn about animation, from its very beginnings through to modern-day technologies. As well as using digital tools to create animated media, pupils should expand their skillset with a greater range of tools and techniques to create digital multimedia for a purpose, critically evaluating their process.

Navigators / UKS2

Our aim in teaching computing in Navigators is to deepen pupils' understanding and appreciation of computational thinking and creativity to understand and change the world. Through a curriculum deeply rooted in digital citizenship, via 'Safe Zone', pupils will broaden their knowledge of how to use devices safely and discerningly to become safe, active, and responsible digital citizens. They should be capable of making well-informed decisions about their safety online, as well as being adept at critically evaluating digital content, challenging the validity of sources of information online, and forming their own opinions. Pupils should be able to choose from a variety of software and online resources to create their own digital content. They should develop a range of skills, including being able to analyse, evaluate and present information on a range of devices for specific purposes. Pupils' knowledge of computer science should broaden to allow them to confront more complex computational concepts, such as creating and combining variables within programming and become proficient at debugging these using computational thinking skills. Pupils should continue to learn computing through relevant contexts. For example, in 'A World of Bright Ideas', while learning about the process of innovation and invention, pupils will develop their own computer games for different audiences. In 'Mission Control', whilst researching, pupils will learn to use search engines, know how results are selected and ranked and will deepen their knowledge of the history of digital technologies, including satellites, and how these technologies are shaping the future.









ADVENTURERS (Years 3 and 4)

			Knowledg	e Building			
Digital Citizenship	Computer Science		Data	Information Te	chnology	Technical Vocabulary	Multimedia
Know that not everything	Know how to use	Know how	to use technology,	Know how networks and		Know and understand t	he Know how to use a range
online is true and take	repetition, loops and	such as data	a loggers, to collect	the internet w	ork, the	terms 'network', 'input	t', of tools to combine, edit
care when communicating	selection and how to	informa	ation and draw	history of the W		'output', 'World Wide	and enhance a range of
and sharing information	decompose problems to	со	nclusions	the opportun	ities for Web', 'PageRank'		media for a particular
	create solutions			communicatio	n online	and 'Sprite'	purpose or effect
			Skills Pro	gression			
		Comput	ing / ICT Skills Adven	turers 1 and 2 / Yea	r 3 and 4		
Digital Citizenship	Computer Scien	ce	Da	nta	Infor	mation Technology	Multimedia
DC4 Verify the accuracy and	CS4 Design, write and del	oug	D3 Identify how IC	T can be used to	IT4 Save an	d use stored information	Mm6 Explore alternative approaches
reliability of the information found	d, programs that accomplish	n specific collect and structure information so		to follow lines of enquiry		to develop and refine work	
distinguishing between fact and	goals, including controlling	·				Mm7 Use a variety of ICT tools to	
opinion	simulating physical system	ns			computer n	etworks offer for	create, refine and present work in a
DC5 Use ICT to exchange ideas and	d CS5 Solve problems by de	ecomposing	sing using sensors in order to support		communica	tion and collaboration	variety of ways
collaborate with others remotely	,		nvestigations	IT6 Use key	words to search for and	Mm8 Use features of layout,	
DC6 Use ICT safely and appreciate	CS6 Use sequence, select	ion, and			select appro	opriate information from	presentation and organisation in
the need to keep electronic data	repetition in programs				the internet	t and other digital	print and on screen
secure	CS7 Work with variables	and various			sources		Mm9 Use editing skills for visual
	forms of input and outpu	t				and computer networks	effects
	CS8 Use logical reasoning	•				e Internet, recognizing	
	how some simple algorith				how they ca	an provide multiple	
	and to detect and correct	errors in			services, su	ch as the world-wide web	
	algorithms and programs						





No Computing in this Project



No Computing in this Project



Knowled	ge Progression	Term 1 and Term 2

Adventurers 1 / Year 3 Adventurers 2 / Year 4 "That's All, Folks!" **Lightning Speed MULTIMEDIA (ANIMATION) COMPUTER NETWORKS** Pupils will understand about the concept of animation - from the definition to techniques - to Pupils will learn about networks within computing and the World Wide Web. They will help them link what they see on television and in the media to the practices used to create explore the concept of Local Area Networks (LAN) that link computers, printers, laptops them. Pupils will also learn about the history of animation, understand the different types of animation and servers to one another. They will find out about the work of Tim Berners-Lee and how the Internet differs from the World Wide Web. Pupils will explore the links between servers globally and create their own for others to watch. Concepts and that email is sent using a wide range of servers and connections. NC – Know how to select, use and combine a variety of software (including internet services) on a Concepts range of digital devices to design and create a range of programs, systems and content that accomplish NC - To understand computer networks including the internet; how they can provide multiple given goals, including collecting, analysing, evaluating and presenting data and information services, such as the world wide web; and the opportunities they offer for communication and collaboration To know what animation is A. To understand that the computers in a school are connected together in a network To understand the history of animation To understand why computers are networked To know some famous animations and how they are made To understand the difference between the internet and the World Wide Web (WWW) To know the different methods of animation To understand that servers on the internet are located across the planet To understand how to create a stop motion animation To understand how email is sent across the internet Lindow Man (Term 2) Out and About (Term 2) No Computing in this Project No Computing in this Project Rocky the Findosaur (Term 2) May the Force Be With You (Term 2)









Knowledge Progression Term 3 and Term 4

Adventurers 1 / Year 3

Athens v Sparta

DIGITAL CITIZENSHIP

Pupils will look at E-safety from the perspective of malware (malicious software) and more specifically Trojan Horse computer programs. Pupils will look at what Trojan Horse programs can do, how they can protect their computers from them and the links between computing Trojan Horses and THE Trojan Horse.

Concepts

NC – Know how to use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

To understand the Trojan Horse and its history

COMPUTER SCIENCE

This begins by watching and listening to Zorba's Dance and learning a dance similar to this by viewing it as an algorithm. Pupils will learn how to use flowcharts to represent algorithms. Pupils then use Scratch to explore a range of inputs that can be used, and when modelling the use of inputs within programming, a written frame of 'When......' is used to introduce the concept of selection within algorithms. Finally, pupils design and program a Scratch game using repetition and selection.

NC – Know how to use sequence, selection, and repetition in programs, work with variables and various forms of input and output

Under the Canopy

DATA

Pupils will make use of data loggers to complete a temperature-based investigation, measuring temperature over time. Firstly, pupils will learn about the use of data loggers in the wider world, before using data loggers to investigate temperature over time. They will then use computer software to create charts and graphs and draw conclusions from them.

Concepts

NC – Know how to 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

To know how to record and analyse data using data logging devices

Law and Order

COMPUTER SCIENCE

Pupils are introduced to the programming environment of Kodu. They create a 3D world and a game within it, focusing on rules and order within their game. Using a mixture of unplugged lessons and Kodu itself, pupils will explore the concept of selection in programming. They will use this knowledge to program elements of their game and apply their knowledge to create their own individual features.

Adventurers 2 / Year 4

Concepts

NC – Know how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

NC – Know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- To know how to create a 3D world within Kodu
- To know how to Identify selection
- To understand and use selection with Kodu

Picture Our Planet

MULTIMEDIA (PHOTO EDITING)

Pupils will understand why photos may be edited in the wider world, pupils will use photo editing software to use more advanced tools, blending modes, adjustments, and filters for editing photos and evaluating the effect they have on the photo.

Concepts

- 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 (NC)
- Understand how to edit photos using advanced tools and filters

INFORMATION TECHNOLOGY (EMAIL)

Pupils will find out about email and consider why people use it and its advantages of it. They will also need to consider whether there are any disadvantages. Computing, ties in with Part Two, Scotland. Pupils will send an email to a wildlife photographer and nature tour leader.

Concepts

- To 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 (NC)
- To know how to use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact (NC)







Knowledge Progression	n Term 5 and Term 6
Adventurers 1 / Year 3	Adventurers 2 / Year 4
Three Giant Steps (Term 5)	Window on the World (Term 5)
No Computing in this Project	No Computing in this Project
Saxon King (Term 5)	Viking Warrior (Term 5)
No Computing in this Project	No Computing in this Project
Come Fly With Me! Africa MULTIMEDIA (PUBLISHING) Pupils will learn basic publishing skills in order to create an eye-catching poster about an aspect of African life of their choosing. Firstly, they will analyse examples of posters, identifying common features and like and dislikes in terms of layout, typography etc. Pupils will develop their word processing and publishing skills and carry out some additional research on a chosen aspect of African life or culture. Finally, pupils will use the research and apply the skills learnt to create their posters. Concepts NC — Know how to 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 NC — Understand how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • To know how to use publishing software to create an eye-catching information poster	Cry Freedom (Term 6) PRESENTATION Building on their work with presentation software used in Going Wild in Pathfinders, pupils will critically evaluate the quiz template provided, analyse the animations, and design, recreate or adapt it to create their own quiz (changing colour schemes, backgrounds etc.) and adding effects as appropriate. Concept Now how to create a quiz using a presentation program









Key Vocabulary				
Adventurers 1 / Year 3	Adventurers 2 / Year 4			
"That's All, Folks!" (Term 1)	Lightning Speed (Term 1)			
animation	local area network			
animate	LAN			
stop-motion	server			
cartoon	connected			
video	network			
frame	wireless			
frames per second (fps)	main hub			
armature	devices			
photograph	workstation			
record	printer			
storyboard	Internet			
	World Wide Web			
	data transfer			
	client			
	browser			
	webpage			
	email			
	collaboration			
Lindow Man (Term 2)	Out and About (Torm 2)			
Liliuow Ivian (Term 2)	Out and About (Term 2)			
No computing in this project	No computing in this project			
Rocky the Findosaur (Term 2)	May the Force Be With You (Term 2)			
No computing in this project	No computing in this project			









Adventurers 1 / Year 3 Athens v Sparta (Term 3) Trojan Horse malware malicious software virus invade personal data confidential safety Zorba dance instructions instructions instructions instructions steps algorithm flowchart storp sorder storp Zorba dance instructions loop steps Steps dapore instructions steps dapore instructions steps dapore instructions steps debug flowchart Scratch block-based repetition linput output when logical reasoning abstraction	Key Vocabulary				
Trojan Horse malware malicious software virus invade personal data confidential safety Zorba dance instructions instructions instructions instructions selection repetition instructions steps algorithm flowchart Scratch block-based repetition input output when then algorithm flowchart sligical reasoning abstraction algorithm flowchart logical reasoning abstraction	Adventurers 1 / Year 3	Adventurers 2 / Year 4			
malkare malicious software virus invade personal data confidential safety Zorba dance instructions instructions steps algorithm flowchart Scratch block-based repetition input output when then flowchart coding flowchart coding structions order start start start start start stop selection repetition instructions selection repetition instructions steps debug kodu Programming environment logical reasoning abstraction	Athens v Sparta (Term 3)	Law and Order (Term 3)			
malicious software virus invade personal data confidential safety Zorba dance instructions instructions instructions instructions steps algorithm flowchart Scratch block-based repetition input output when then	Trojan Horse	algorithm			
virus invade personal data confidential safety Zorba dance instructions instructions selection dance instructions steps algorithm flowchart Scratch block-based repetition input output when then	malware	flowchart			
invade personal data confidential safety Sorba Sorba dance instructions steps algorithm flowchart Scratch block-based repetition input output when then	malicious software	coding			
personal data confidential safety stop Zorba selection dance repetition instructions loop steps algorithm command flowchart command flowchart debug block-based repetition programming input output when then	virus	instructions			
safety Zorba dance instructions steps algorithm flowchart Scratch block-based repetition input output when then	invade	order			
ZorbaselectiondancerepetitioninstructionsloopstepseventsalgorithmcommandflowcharttabScratchdebugblock-basedKodurepetitionProgramminginputenvironmentoutputlogical reasoningwhenabstraction	personal data confidential	start			
dance repetition loop loop steps events command tab CScratch look-based repetition debug repetition loutput when then look at loop loop steps loop events command tab look-based repetition input abstraction logical reasoning abstraction loop loop loop loop loop loop loop lo	safety	stop			
instructions steps algorithm flowchart Scratch block-based repetition input output when then	Zorba	selection			
steps algorithm flowchart Scratch block-based repetition input output when then steps events command tab debug Kodu Programming environment logical reasoning abstraction	dance	repetition			
algorithm flowchart Scratch block-based repetition input output when then	instructions	loop			
flowchart Scratch block-based repetition input output when then tab debug Kodu Programming environment logical reasoning abstraction	steps	events			
flowchart Scratch block-based repetition input output when then tab debug Kodu Programming environment logical reasoning abstraction	algorithm	command			
block-basedKodurepetitionProgramminginputenvironmentoutputlogical reasoningwhenabstractionthenthen	flowchart	tab			
repetition input environment environment logical reasoning abstraction then	Scratch	debug			
input output output when then environment logical reasoning abstraction	block-based	Kodu			
input output output when then environment logical reasoning abstraction	repetition	Programming			
when then abstraction					
when then abstraction	output	logical reasoning			
	then				
	Under The Canopy (Term 4)	Picture Our Planet (Term 4)			
data photo		·			
data logging photo editing					
data logger tools					
software blending modes					
input adjustments	input				
output	output				
device					
investigate sliders	investigate				
sensor RGB	sensor				
plot chart email					
graph email address	graph	email address			
line graph connection	line graph	connection			
monitor advantage	monitor	advantage			
temperature disadvantage	temperature	disadvantage			
.com					
.co.uk					
domain		domain			







Key Vocabulary			
Adventurers 1 / Year 3	Adventurers 2 / Year 4		
Three Giant Steps (Term 5)	Window on the World (Term 5)		
No computing in this project	No computing in this project		
Saxon King (Term 5)	Viking Warrior (Term 5)		
No computing in this project	No computing in this project		
Come Fly With Me! Africa (Term 6)	Cry Freedom (Term 6)		
research			
collate			
present			
publishing			
software			
present			
typography			
layout			
colour scheme			
tools			









Safe Zone Skills Progression (Education for a Connected World)						
Adventure	rs 1 / Year 3	Adventurers 2 / Year 4				
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships			
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 (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.	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.			
Online Reputation	Online Bullying	Online Reputation	Online Bullying			
I can explain how to search for information about others online. I can give examples of what anyone may or may	I can describe appropriate ways to behave towards other people online and why this is important.	I can describe how to find out information about others by searching online. I can explain ways that some of the information	I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied			
not be willing to share about themselves online. I can explain the need to be careful before sharing	I can give examples of how bullying behaviour could appear online and how someone can get	about anyone online could have been created, copied or shared by others.	through a range of media (e.g. image, video, text, chat).			
anything personal. I can explain who someone can ask if they are unsure about putting something online.	support.		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).			







Safe Zone Skills Progression (Education for a Connected World)					
	rs 1 / Year 3	Adventurers 2 / Year 4			
Managing Online Information	Health, Well-Being and Lifestyle	Managing Online Information	Health, Well-Being and Lifestyle		
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, e.g. in videos, memes, posts, news stories etc. 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.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	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 (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 opinions 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 (e.g. bots) 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.	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.		









Safe Zone Skills Progression (Education for a Connected World)				
Adventure	rs 1 / Year 3	Adventurers 2 / Year 4		
Privacy and Security	Copyright and Ownership	Privacy and Security	Copyright and Ownership	
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. I can describe how connected devices can collect and share anyone's information with others.	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.	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. I know what the digital age of consent is and the impact this has on online services asking for consent.	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.	









Safe Zone Knowledge Progression (Education for a Connected World)				
Adventurers 1 / Year 3	Adventurers 2 / Year 4			
Lesson 1 – Self-Image and Identity	Lesson 1 – Online Relationships & Online Bullying			
Mission:	Mission:			
To create a new identity card to access the Safe Zone and to create an avatar for online presence	To understand downtime and how we should behave during it			
This is the first lesson of the Year 3 Safe Zone where pupils are introduced to the Safe Zone and	This is the first lesson of the Year 4 Safe Zone where pupils take on the role of Lieutenant for the			
become Cadets for the year. In this lesson, pupils learn about online identity and why is important to	year. In this lesson, pupils look at their 'downtime'. They discuss online activities they like to do in			
keep their identity safe online. To protect their identity online, pupils create their own avatars and fill	their spare time, the difficulties they could face, and how they should conduct themselves.			
in identity passes.	Key Vocabulary			
Key Vocabulary	downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection			
identity, avatar, safety, security, presence, breach, represent, change				
Lesson 2 – Online Relationships & Online Bullying	Lesson 2 – Health, Well-Being and Lifestyle			
Mission:	Mission:			
Part 1 - To create or update an online forum linked to the school website that shares class news	To reflect on screen time and what you access online			
and pupils' interests	In this lesson, pupils look at the distraction technology can be, from both a positive and negative			
Part 2 - To understand cyber-bullying and offer advice on how to deal with it	viewpoint. Pupils will learn about the daily recommended screen time limits and discuss whether			
This lesson is split into two parts but could also be an ongoing task that can be regularly revisited.	they think this is suitable. They will discuss different scenarios around technology as a distraction ar			
Pupils will need some teaching around how to use any online space chosen by individual schools.	decide whether their use is healthy by filling in a Personal Technology Audit.			
They will learn about how we should conduct ourselves when communicating online and create a	Key Vocabulary			
class charter to work towards. Pupils will also discuss cyber-bullying and discuss how to deal with	distraction, focus, concentration, engrossed, limit, screen time, technology, audit			
this.				
Key Vocabulary				
communication, online, website, platform, chat, post, comment, bullying, advice, conversation				
Lesson 3 – Online Reputation & Managing Online Information	Lesson 3 – Online Reputation & Managing Online Information			
Mission:	Mission:			
To ensure personal information shared online is limited and navigate using a search engine with	To question the validity of online sources of information			
precision and skill in order to gain relevant information quickly	In this lesson, pupils will extend their knowledge of safe searching of the internet by being shown			
In this lesson, pupils will review their digital footprint to understand what they share online (or what	another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they			
others have shared about them). They then learn about the validity of information on the internet, by	can check the validity of the information for themselves. They will begin to understand the terms			
being sent the ruse of a fake website. Pupils will learn the acronym CHASERS to guide them with safe	'fake news' and 'misinformation' and the reasons people might post these.			
internet searching.	Key Vocabulary			
Key Vocabulary	fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal			
digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS				







Safe Zone Knowledge Progression (Education for a Connected World)				
Adventurers 1 / Year 3	Adventurers 2 / Year 4			
Lesson 4 – Health, Well-Being and Lifestyle Mission: To complete a reflective assessment of your current computing usage and activity In this lesson, pupils will review their usage of digital devices and set targets for the future. Pupils will complete 'Health and Well-Being assessments' by answering questions about their usage of digital devices. This lesson should enable pupils to be more aware of how they spend their time online. Key Vocabulary screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire	Mission: To review online identity In this lesson, pupils will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens. Key Vocabulary violation, protocol, identity, impersonation, pretend, public, social media, implications			
Mission: To understand the practice of creating passwords for online files and identifying and generating good passwords In this lesson, pupils develop their knowledge of passwords and why they are important. Pupils will be able to identify what makes a good password and they will learn to create passwords of their own. They will understand good practice in terms of passwords e.g. changing them regularly and not sharing them with others. Key Vocabulary password, strong, special character, thumbprint, retina, face / voice recognition, share, secure	Mission: To create an online portfolio being aware of copyright and ownership In this lesson, pupils will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Pupils will use the internet safely with discernment to find images they are able to reuse, showing awareness of copyright licenses. Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings			
Lesson 6 – Copyright and Ownership Mission: To understand that work can be easily copied online and to consider the information I share In this final lesson in Year 3, pupils progress from Cadets to Lieutenants. Pupils will learn that work can be easily copied online, but that it is not always right to do so. They should learn when it is okay to share content created by others and develop their knowledge of copyright and ownership by finding free-to-use images that they can use in their work. Key Vocabulary copy, ownership, free to use, license, copyright, purchase, infringement, legal action	Lesson 6 – Privacy and Security Mission: Begin to develop a knowledge of privacy and consent In this lesson, pupils will receive the news of their promotion from Lieutenant to Captain. They will explore the concept of consent, terms and conditions and the digital age of consent. Pupils will start to understand the types of information requested by companies during sign-up processes, why they ask for this, and how they use it. They will understand why certain apps have age limits, and why they should be wary of trying to access things above their age range. Key Vocabulary consent, terms and conditions, share, permission, digital age of consent, request, advertising, monetise, information, data, monitor, precautions, age-appropriate			







NAVIGATORS (Years 5 and 6)

INACIONIS (TEXISS AT	Knowledge Building						
Digital Citizenship	Computer Science		Data	Information Te	chnology	Technical Vocabular	y Multimedia
Know how to be a	Know how to recognise,	Know wh	at a spreadsheet	Understand ho	w to use	Know and understand	the Know how to identify
discerning digital citizen,	create and combine	is, what i	t is used for and	search engine	es, how	terms 'block',	hardware / software
questioning the validity of	variables	how t	o create one	results are sele	cted and	'command', 'simulatio	n', needed to fulfil a specific
content and challenging				ranked, and kno	ow about	'script' and 'variable	s' task & create new content
improper representations				satellite techr	ologies		using existing media
			Skills Pro	gression			
		Computing	g / ICT Skills Navigato	ors 1 / Y5 and Naviga	tors 2 / Y6		
Digital Citizenship	Computer Scien	ice	Da	nta	Inforr	nation Technology	Multimedia
DC7 Verify the accuracy and reliabili	,		· ·	e and develop simple		n technologies effectively,	Mm10 Analyse, describe and discuss the
the information found online, detec			models by changing	variables and simple		w results are selected and	effectiveness of the work with ICT
and distinguish evidence from opini	0 0.		formulae			e discerning in evaluating	Mm11 Use a variety of ICT tools to
DC8 Identify a range of ways to repo		mposing	D6 Answer questions	, ,	digital conten	t	create, develop and refine presentations
concerns and inappropriate behavio	·		identify, collect, store	e, analyse and			and performances, integrating effect to
DC9 Use ICT safely, respectfully and		, and	present information				enhance outcomes
responsibly, managing risk and show			D7 Represent data fr	,			Mm12 Select, use and combine a variety
awareness of other users	CS7 Work with variables and	l various	appropriate ways, in	cluding the use of			of software (including internet services)
	forms of input and output		graphs				on a range of digital devices to
	CS8 Use logical reasoning to	•					accomplish given goals, including
	some simple algorithms wor						collecting, analysing, evaluating and
	detect and correct errors in	algorithms					presenting data and information
	and programs						Mm13 Organise and adjust
							communication according to the needs of
							the audience and the technology,
							including taking account of the quality
							and content of the communication
							Mm14 Use a variety of ICT tools to
							create, refine and present work in a
							variety of digital and printed formats
							using appropriate forms and
					1		conventions.









Knowledge	Progression	
Navigators 1 / Year 5	Navigators 2 / Year 6	
Mission Control	A World of Bright Ideas	
MULTIMEDIA (VECTOR ARTWORK) Pupils will learn about vector drawings and how they are created. They will understand the differences between traditional drawing, digital raster graphics and vector graphics. Finally, they will develop the skills needed to be able to create their own vector artwork, based on the theme of space exploration, using vector artwork software such as Vectr (https://vectr.com). Concepts NC – Know how to 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 • To understand and know how to create vector artwork INFORMATION TECHNOLOGY Pupils will learn how to use search technologies effectively, learning about search engines and search operators. This is not a standalone lesson but linked to one of the History lessons in the theme. Concepts NC – Know how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • To know how to use search technologies effectively	Computing in this unit follows a series of activities in which pupils refine and develop their skills in the Scratch coding program. Pupils will begin by playing and then analysing maths games that are already accessible online. They will consider how they work in terms of coding. They will then revisit how to use variables, inputs and repetition commands. Pupils will then subsequently design, make and program their own numeracy game (including a scoring system) using variables, selection and repetition. Pupils will have the opportunity to peer assess their games at the end of the series. Concepts NC – Know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts NC – Know how to use sequence, selection, and repetition in programs, work with variables and various forms of input and output NC – Know how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs To know how to use variables and inputs within Scratch To understand how to use repetition and variables to create a scoring system To know how to design a numeracy game to include variables, selection and repetition To know how to program the designed game using variables, selection and repetition	
The Rescuers (Term 2)	True Crime? (Term 2)	
No Computing in this Project	No Computing in this Project	
Go With The Flow (Term 2) No Computing in this Project	Time Team (Term 2) No Computing in this Project	







Knowledge Progression

Navigators 1 / Year 5

You're Not Invited

MULTIMEDIA (CAD - Computer Aided Design)

Pupils will research and analyse different Roman villa designs then sketch and annotate their own. Following this, pupils will be introduced to the chosen digital paint or CAD (Computer-Aided Design) software, build the necessary skills, and use these to design and create a 2D floorplan or 3D CAD Roman villa digitally.

Concepts

NC - To 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

NC - To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact

To understand and know how to use CAD (Computer-Aided Design)

Full of Beans

MULTIMEDIA (VIDEO EDITING)

Pupils will use video editing software, such as iMovie or Windows Movie Maker, to create a short movie showing the importance of saving energy (local, national, international / global impact). Pupils will learn about camera angles and how they can be used to create different effects. Pupils will learn a variety of skills using digital devices such as recording video and sound, importing media, editing media within the software, adding transitions, adding audio, adding text / titles, and creating visual effects. They will then write scripts or storyboards, and use the skills learnt and apply them to the chosen video editing software to create their final video.

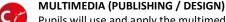
Concepts

NC – Know how to 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

To know how to use video editing software to create a short movie clip

Navigators 2 / Year 6

Wars of the World



Pupils will use and apply the multimedia skills they have developed throughout Pathfinders and Adventurers to create a #childrennotsoldiers poster, combining and using a variety of software to achieve this. Pupils will already have had several opportunities to make posters. However, they will now need to employ knowledge and skills of a simple design or word processing program to produce a poster with a clear message. Pupils should use a variety of design software to achieve their result.

Concepts

NC – Know how to 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

• To know how to use design software to create a poster.

Global Warning

MULTIMEDIA (PRESENTATION, WORD PROCESSING AND PUBLISHING)

There are two computing tasks in this unit. One of the tasks is related to the board game design technology task, where pupils will show their knowledge and skills in using presentation programs to produce the presentation for their board game.

Secondly, pupils will use a word processing package to produce a newspaper report. Then, they should use a range of ICT programs to present these texts, making informed choices about which electronic tools to use for different purposes i.e. using columns, adding images, etc.

Concepts

NC – Know how to 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

To know how to use presentation software to create a digital presentation
 To know how to use word processing software to create a newspaper report









Knowledge	Progression	
Navigators 1 / Year 5	Navigators 2 / Year 6	
Been Around the World (Term 5)	In Your Element (Term 5)	
No Computing in this Project	No Computing in this Project	
British Bulldog (Term 5)	Pharaoh Queen (Term 5)	
No Computing in this Project	No Computing in this Project	
Come Fly With Me! America	'I Have a Dream'	
pupils will learn key features of spreadsheets such as cells, functions and formulae, and using the information gathered from the Maths Pupil-Led Activity, create graphs and bar charts etc. Following this, pupils will develop their skills further by researching and budgeting for a visit to an American theme park. Concepts NC - To 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 • To know how to use spreadsheet software to collect, store, analyse and represent data	MULTIMEDIA (SOUND RECORDING) Pupils will assimilate and apply a range of skills in using recording and presenting software. They will look at how sound, visuals and narration can work together to produce an effective and engaging speech. Whilst producing their broadcast, pupils will need to consider who they would like to show it to, and why they have chosen that person or group of people. Concepts NC - To 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 To know how to create a multimedia broadcast COMPUTER SCIENCE Pupils will use Scratch to create a simulation of a lighting and audio system for the multimedia broadcast created above. Pupils will first create a backdrop, then audio control simulation and lighting rig which they will program so that it has different lighting patterns and finally adding their audio from their broadcast above. Concepts NC – Know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts To know how to simulate the control within an audio system using selection, repetition and variab To know how to simulate a system using costumes To know how to use variables to extend a lighting pattern	







Key Vocabulary				
Navigators 1 / Year 5	Navigators 2 / Year 6			
Mission Control	A World of Bright Ideas			
vector	review			
raster	assess			
graphics	feedback			
traditional	evaluate			
design	input			
artwork	variable			
digital	command			
point	decomposition			
pixels	programming			
resolution	selection			
grid	repetition			
layer	loops			
blur	event			
shadow	condition			
online platform	interact			
web page	design			
collaboration	develop			
share	game			
search	debug			
search engine				
discerning				
evaluating				
operators				
The Rescuers (Term 2)	True Crime? (Term 2)			
No Computing in this Project	No Computing in this Project			
Go With The Flow (Term 2)	Time Team (Term 2)			
No Computing in this Project	No Computing in this Project			







Navigators 2 / Year 5 Navigators 2 / Year 6	Key Vocabulary			
Thorpian Section Sec	Navigators 1 / Year 5	Navigators 2 / Year 6		
sketch design bird's-yew iew 2D 3D Togram Software CAD Computer-Aided graphic design plane horizontal vertical rotate Full of Beans Full of Beans Fill of Beans Fill of Beans Fresentation sound side movie sound side from timing playback camera angles effect atmosphere editing playback camera angles effect effect stantions audio cut trinn split trinn split spli	You're Not Invited	Wars of the World		
design Social media Social med	floorplan			
bird's-yeview 2D 3D Bord Sampluste Sam	sketch	design		
2D manipulate copy program paste software word processing layout computer-Aided edit editing plane plane vector photo protesting stide software vector photo vector vecto	design	social media		
Copy Program Paste Word processing I Ayout I	bird's-eye view	hashtag		
Copy Program Paste Word processing I Ayout I		manipulate		
software CAD Computer-Aided graphic design plane horizontal vertical rotate Full of Beans Global Warning Windows Movie Maker IMovie movie sound visuals scene playback camera angles effect tatnosphere editing transitions audio camera angles effect tatnosphere editing transitions silide design word presentation photo editing word transitions animation visuals sound timing playback narration effect background hyperlink editing transitions silide design word processing trim trim trim trim trim trim trim splice trim trim trim trim trim trim trim trim	3D			
software CAD Computer-Aided graphic design plane horizontal vertical rotate Full of Beans Global Warning Windows Movie Maker IMovie movie sound visuals scene playback camera angles effect tatnosphere editing transitions audio camera angles effect tatnosphere editing transitions silide design word presentation photo editing word transitions animation visuals sound timing playback narration effect background hyperlink editing transitions silide design word processing trim trim trim trim trim trim trim splice trim trim trim trim trim trim trim trim	Program	paste		
Computer-Aided graphic design plane editing raphic design plane wector photo vertical rotate Full of Beans Global Warning Global Warning Windows Movie Maker Movie Maker Sound	software	word processing		
graphic design plane editing vector photo Full of Beans Full of Beans Full of Beans Fill of Beans Fill of Beans Fresentation photo editing slide slide sound samination straight scene playback scene playback effect seffect samination samination successing sound stransitions animation successing sound scene playback scene playback effect sheet sheet sheet sheet sheet special straight sheet	CAD	layout		
plane horizontal vertical rotate Full of Beans Full of Beans Presentation photo editing slide sound visual scene playback camera angles effect effect atmosphere editing transitions audio transitions audio transitions did design audio transitions sund visual effects beliefects front front front front front front front format	Computer-Aided	edit		
horizontal vertical rotate Full of Beans Presentation slide movie sound visuals scene playback camera angles effect transitions atmosphere editing transitions audio cut transitions word processing tryping trim trim split eediting split text titles visual services split text total Full of Beans Global Warning Presentation splide splide transition splide spl	graphic design	editing		
rotate Full of Beans Global Warning Windows Movie Maker iMovie movie sound visuals scene playback camera angles effect background atmosphere editing transitions audio cut transitions audio cut trim spilt trim spilt text titles visual effects format Global Warning photo editing photo editing photo editing slide transitions animation sound sou	plane	vector		
Full of Beans Full of Beans Presentation slide slide movie sound visuals scene playback animation camera angles effect atmosphere editing transitions suido cut trimi split transitions suid editing split text titles visual effects Full of Beans Presentation photo editing photo editing transitions sound timing playback narration effects effects background hyperlink editing transitions slide design word processing cut trim editing split text tocolumns titles visual effects Format	horizontal	photo		
Full of Beans Windows Movie Maker iMovie movie sound visuals scene playback camera angles effect effect atmosphere editing transitions audio tut tut tut tut tut tim split text tut tut split text tut tut split split titles visual effects Full of Beans Presentation photo editing photo editing photo editing slide side transitions photo editing photo editing split trim split trim split titles visual effects Font format	vertical			
Windows Movie Maker iMovie iMovie movie sound visuals scene playback camera angles effect atmosphere editing transitions suid editing transitions sound scene stepschaft imming playback camera ingles effect subackground stepschaft imming suback subackground stepschaft imming suback subackground stepschaft imming suback subackground stepschaft imming subackground stepscha	rotate			
iMovie slide slide movie stransitions sound transition sound scene timing playback camera angles effect background stransitions sound stransitions sound scene slide sli	Full of Beans	Global Warning		
movie sound sound sanimation sound sound scene sound sound scene scene sound scene scene stiming sound scene stiming sound scene stiming sound scenera angles scene stiming sound scenera angles scene stiming sound scenera s	Windows Movie Maker	Presentation photo editing		
sound visuals scene playback camera angles effect effect atmosphere editing transitions audio cut trim split trim split trim split text text titles visual effects animation sound sound timing narration eeffects effect background hyperlink embed slide design word processing typing editing split tool text text text tool titles visual effects animation sound	iMovie	slide		
visuals scene playback camera angles effect effect background atmosphere editing transitions audio cut trim split trim split trim split trim split tvim split text titles visual effects sound timing effects background hyperlink embed slide design word processing typing typing titling spellchecker columns titles visual effects sound timing playback effects background hyperlink embed slide design word processing typing	movie	transitions		
scene playback camera angles effect effect background atmosphere editing transitions audio cut trim split trim split trim split text titles visual effects background hyperlink embed slide design word processing typing editing spellchecker columns titles visual effects text font format	sound	animation		
playback narration effects effect background hyperlink editing embed slide design word processing trim split trim editing split text text to split spl	visuals			
camera angles effect effect background hyperlink editing transitions audio cut trim split text text text titles visual effects background hyperlink embed embed slide design word processing typing editing spellchecker columns heading format	scene	timing		
effect background hyperlink editing embed slide design word processing trims trim split trim split text text total seffects background hyperlink embed slide design word processing tour spellchecker columns heading visual effects format	playback			
atmosphere editing transitions audio cut trim split text text titles visual effects hyperlink embed slide design word processing typing editing spellchecker columns heading font format	camera angles			
editing transitions slide design word processing typing editing split trim split text titles visual effects embed slide design word processing typing editing spellchecker tolumns heading font format	effect			
transitions audio cut trim split text titles visual effects slide design word processing typing editing spellchecker columns heading font format				
audio cut trim split text titles visual effects word processing typing editing spellchecker columns heading font format				
cut trim split text titles visual effects typing editing spellchecker columns heading font format				
trim split split text titles visual effects editing spellchecker columns heading font format				
split text titles visual effects spellchecker columns heading font format		typing		
text titles visual effects columns heading font format				
titles visual effects heading font format				
visual effects font format				
format				
	visual effects			
layout				
		layout		







Key Vo	cabulary
Navigators 1 / Year 5	Navigators 2 / Year 6
Been Around the World (Term 5)	In Your Element (Term 5)
British Bulldog (Term 5)	Pharaoh Queen (Term 5)
Billisti Bulluog (Terili 5)	Pilaraon Queen (Term 3)
Come Fly With Me! America (Term 6)	"I Have A Dream" (Term 6)
data handling	broadcast
presentation	Audacity
bar chart	soundtrack
graph	sound fx
photo album	Garageband
enhancements	audio recording
formula	narration
sum	script
difference	sound
cell	audio
	visual
	engaging
	speech
	audience
	Scratch
	lighting
	physical system
	simulation
	backdrop
	control
	volume
	costume
	sprite









Safe Zone Skills Progression (Education for a Connected World)					
Nav	gators 1 / Year 5	Navigators 2 / Year 6			
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships		
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.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). 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 and make positive contributions. (e.g. gaming communities or social media groups). 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.	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.	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 (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.		
Online Reputation	Online Bullying	Online Reputation	Online Bullying		
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.	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 (e.g. Childline or The Mix).	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.	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.		









Safe Zone Skills Progression (Education for a Connected World)					
Navigators	s 1 / Year 5	Navigators 2 / Year 6			
Managing Online Information	Health, Well-Being and Lifestyle	Managing Online Information	Health, Well-Being and Lifestyle		
I can explain the benefits and limitations of using	I can describe ways technology can affect health and	I can explain how search engines work and how results	I can describe common systems that regulate age-		
different types of search technologies e.g. voice-	well-being both positively (e.g. mindfulness apps) and	are selected and ranked.	related content (e.g. PEGI , BBFC , parental warnings)		
activation search engine. I can explain how some	negatively.	I can explain how to use search technologies effectively.	and describe their purpose.		
technology can limit the information I aim presented	I can describe some strategies, tips or advice to	I can describe how some online information can be	I recognise and can discuss the pressures that		
with e.g. voice-activated searching giving one result.	promote health and well- being with regards to	opinion and can offer examples.	technology can place on someone and how / when		
I can explain what is meant by 'being sceptical'; I can	technology.	I can explain how and why some people may present	they could manage this.		
give examples of when and why it is important to be	I recognise the benefits and risks of accessing	'opinions' as 'facts';	I can recognise features of persuasive design and		
'sceptical'.	information about health and well-being online and	why the popularity of an opinion or the personalities of	how they are used to keep users engaged (current		
I can evaluate digital content and can explain how to	how we should balance this with talking to trusted	those promoting it does not necessarily make it true, fair	and future use).		
make choices about what is trustworthy e.g.	adults and professionals.	or perhaps even legal.	I can assess and action different strategies to limit		
differentiating between adverts and search results.	I can explain how and why some apps and games may	I can define the terms 'influence', 'manipulation' and	the impact of technology on health (e.g. night-shift		
I can explain key concepts including: information,	request or take payment for additional content (e.g. in-	'persuasion' and explain how someone might encounter	mode, regular breaks, correct posture, sleep, diet		
reviews, fact, opinion, belief, validity, reliability and	app purchases, loot boxes) and explain the importance	these online (e.g. advertising and 'ad targeting' and	and exercise).		
evidence.	of seeking permission from a trusted adult before	targeting for fake news).			
I can identify ways the internet can draw us to	purchasing.	I understand the concept of persuasive design and how it			
information for different agendas, e.g. website		can be used to influences peoples' choices.			
notifications, pop-ups , targeted ads.		I can demonstrate how to analyse and evaluate the			
I can describe ways of identifying when online content		validity of 'facts' and information and I can explain why			
has been commercially sponsored or boosted, (e.g. by		using these strategies are important.			
commercial companies or by vloggers, content		I can explain how companies and news providers target			
creators, influencers).		people with online news stories they are more likely to			
I can explain what is meant by the		engage with and how to recognise this.			
term 'stereotype', how 'stereotypes' are amplified and		I can describe the difference between on- line			
reinforced online, and why accepting 'stereotypes' may		misinformation and dis-information.			
influence how people think about others.		I can explain why information that is on a large number			
I can describe how fake news may affect someone's		of sites may still be inaccurate or untrue. I can assess			
emotions and behaviour,		how this might happen (e.g. the sharing of			
and explain why this may be harmful.		misinformation or disinformation).			
I can explain what is meant by a 'hoax'. I can explain		I can identify, flag and report inappropriate content.			
why someone would need to think carefully before					
they share.					









Safe Zone Skills Progression (Education for a Connected World)					
Navigator	s 1 / Year 5	Navigators 2 / Year 6			
Privacy and Security	Copyright and Ownership	Privacy and Security	Copyright and Ownership		
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 (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	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.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). 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 (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.	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.		









Safe Zone Knowledge Progression	(Education for a Connected World)
Navigators 1 / Year 5	Navigators 2 / Year 6
Lesson 1 – Privacy and Security Mission: To understand the practice of changing passwords regularly, create strong passwords and understand privacy and permissions In this lesson, pupils will develop their knowledge of privacy and security by exploring permissions that websites and apps request (and the reasons they do so). Pupils will begin to understand terms and conditions and why it is important to not just blindly tick yes to everything on the internet. They will create new strong passwords	Lesson 1 – Online Reputation & Managing Online Information Mission: To ensure your digital identity is protected and spot when something online might not be as it seems In this lesson, pupils will develop their knowledge of digital personality and why it is important to develop a positive one. They will look at how they can maintain a degree of anonymity online. Pupils will learn how to take practical steps to identify spam and how to identify, flag, report and block anything they deem suspicious, inappropriate or harmful. Pupils will assess their knowledge of Digital Citizenship via the Google Be Internet
containing random letters, numbers and symbols and build upon their knowledge of why it is important to change these regularly. Key Vocabulary permissions, data, accept, company, money, profit, password, strong, special character, share, secure Lesson 2 – Self-Image and Identity	Legends game 'Interland'. Key Vocabulary digital personality, anonymity, anonymous, phishing, scam, spam, cyber-criminal, flag, report, block, grooming, harmful, inappropriate, identify, URL, secure, unsafe, well-being Lesson 2 – Online Relationships & Online Bullying
Mission: To update our avatar for online presence and demonstrate a positive online presence In this lesson, pupils will learn the difference between copying, modifying and altering information and the reasons why people do this online. They will learn how to ensure they keep their online identity safe, positive, and respectful, ensuring they think about their future when they post anything online. Pupils will then update their online avatars to a more recent likeness of themselves. Key Vocabulary copy, modify, alter, impersonate, parody, prank, bully, catfish, identity, avatar, safety, security, presence, represent, change	Mission: To debate whether the sharing of certain content online is okay In this lesson, pupils will explore different scenarios concerning sharing of content online and how they would deal with this. They will discuss and debate with each other, considering the consequences of certain decisions, actions, and reactions that they or others may make. They will look at how to protect their future by making intelligent informed decisions while communicating online. Key Vocabulary debate, decisions, actions, reactions, consequences, communication, historical, future, sharing
Lesson 3 – Online Reputation & Managing Online Information Mission: Be sceptical and evaluate digital content before taking it as fact In this lesson, pupils will look at how the internet can be used to influence people, the reason this happens, and how they can be more aware of it. They will develop a knowledge of how companies can influence what you see online by using data to target posts to audiences, and use paid partnerships, boosted posts, sponsored ads, etc. Pupils will then use their Knowledge CHASERS skills to check the validity of the Safe Zone 'Paid Partnership' with Dog Island. Key Vocabulary influence, commercialism, advertising, sponsor, promote, monetise, cookies, information, product placement, tailor, developer, fact, fiction	Lesson 3 –Self-Image and Identity Mission: To understand and challenge stereotypes online In this lesson, pupils will learn what stereotypes are. They will learn about and discuss common stereotypes they may come across online. Pupils will be tasked with challenging their own stereotypes and they will investigate instances where people have broken down stereotypes. They will take part in a quiz that will help pupils recognise how gender stereotyping can impact them in their online spaces and encourage them to respect and celebrate differences. Key Vocabulary stereotype, belief, gender, race, disability, challenge, rights, difficulties, inspiration







Safe Zone Knowledge Progression	Education for a Connected World)		
Navigators 1 / Year 5	Navigators 2 / Year 6		
Lesson 4 – Health, Well-Being and Lifestyle Mission: To understand the effect technology can have on our health and well-being both positive and negative In this lesson, pupils will look at the positive and negative impact technology can have on their health and well-being and will look at steps they can take to look after themselves whilst using tech. Pupils will look at mindfulness and meditation apps or videos to see the positive effect technology can have	Lesson 4 – Health, Well-Being and Lifestyle & Managing Online Information Mission: To understand the challenges we face while using technology and identify strategies to stay healthy In this lesson, pupils will delve deeper into the challenges we face whilst using technology, for example, persuasive design features and disinformation. They will understand that it is up to the user to make more informed choices about their behaviour and take control of their health and well-		
on their health, well-being, and lifestyle. Pupils will then develop their knowledge of online purchasing and the effect this can have on our health. They will learn about loot boxes and other online offers and why these can be particularly risky. Key Vocabulary mindfulness, meditation, relaxation, awareness, focus, health, mental health, hormones, ageappropriate, access, support, guidance, loot box, online purchasing, chance, gambling, finance	being. Pupils will create a list of advice for others on how to stay safe and healthy, whilst still being able to regularly access technology. Key Vocabulary Manipulation, persuasion, engagement, inappropriate, misinformation, disinformation, PEGI, restrictions, notifications, addiction		
Mission: To understand when online content can be reused and give examples In this lesson, pupils will learn more about the reuse of content online. They will understand that some content is available to reuse and that some creators actively encourage users to repost their content. Pupils will review the copyright and content sharing guidance of gaming companies and use these to create their own tutorials or information pages. Key Vocabulary reuse, sharing, content, ownership, fair dealing/use, breach, license, guidelines, attribution	Lesson 5 & 6 – Privacy and Security & Copyright and Ownership Mission: To understand good practice in terms of privacy and security and pass this on to others Over the course of these final two lessons, pupils will develop their knowledge of privacy and security, looking at security updates, privacy settings, phishing scams, and cyber-attacks, etc. A pupilled activity will follow where children should demonstrate their knowledge of privacy and security, and copyright and ownership, by guiding others. Key Vocabulary passwords, cyber-attack, updates, settings, security, permissions, consent, protect, guide, help, advice		
Lesson 6 – Online Relationships & Online Bullying Mission: To create an anti-cyberbullying video In this lesson, pupils will develop their knowledge of cyber-bullying and staying safe online. They will play the Think U Know Band Runner game where they face different online scenarios and must deal with them appropriately. They will then develop their knowledge of online relationships and online Bullying by watching a series of videos and researching using the internet. Finally, they will use this knowledge to create an anti-cyberbullying video for others to watch. Key Vocabulary communication, scenario, emoji, information, help, advice, trusted adult, cyberbullying			







Composites and Components – Skills and Knowledge

	Term 1 – That's All Folks!				
	Composites & Components	Components			
ernet services) on and content that nting data and	To know what animation is	To know that 'inanimate' means not having or showing the characteristics associated with life To know that to animate something simply means to bring it to life To know that animation occurs in various forms			
rding int systems nd prese	To understand the history of animation	To know that animation has developed over time, along with the development of technology To know that animation began as still drawings To know that a flipbook is a booklet with a series of images that very gradually change from one page to the next, so that when the pages are viewed in quick succession, the images appear to animate by simulating motion or some other change To know that animation developed from paper to screen To know that computer technology has created advancements in animation To know that animation is continually developing and may change again in the future			
ie a variety of software (incli create a range of programs, ting, analysing, evaluating a	To know some famous animations and how they are made	To know that Mickey Mouse is one of the most famous cartoon characters in the world To know that Walt Disney founded Walt Disney Studios To know that Walt Disney and Ub Iwerks created Mickey Mouse in 1928 To know that Wallace and Gromit are a set of characters, created by the animator Nick Park, along with the animation studio, Aardman animation: To know other famous animations and be able to discuss likes and dislikes			
To know how to select, use and combine a variety of so a range of digital devices to design and create a range or accomplish given goals, including collecting, analysing, information (NC)	To know the different methods of animation	To know that the three most used types of animation are 2D, 3D and Stop Motion To know that 2D means two-dimensional, i.e. something that has two dimensions – length and width To know that 3D means three-dimensional, i.e. something that has three dimensions – width, height and depth (length) To know that 2D Animation is the art of creating movement in a two-dimensional picture To know that 2D animation is created using pencil / pen and paper or a computer / electronic device To know that 3D animation is the process of taking digital objects and making them come to life by creating the illusion that they're moving To know that 3D animation is created using advanced computer software To know that stop motion animation is created using a camera to take a sequence of pictures with models and props To know that in stop motion animation, objects are filmed frame-by-frame so that they appear as if they're moving when played back at normal speed			
To know how to se a range of digital of accomplish given g information (NC)	To understand how to create a stop motion animation	To know how to take a photograph To know that one photograph in a stop motion animation is called a frame To know that frames are put together in succession to create the illusion of movement To know that animations are created in frames per second (fps) To know and use the tools within animation software / app such as clip, add frame, camera, duplicate, etc			







Term 3 – Athens V Sparta		Term 3 – Athens V Sparta	
		Composites & Components	Components
Year 3	able/ id contact	To understand the Trojan Horse and its history	To know that the Trojan Horse refers to a wooden horse said to have been used by the Greeks in the Trojan War To know that using the Trojan Horse helped the Greeks to enter the city of Troy and win the war To know that the Trojan Horse was said to have been used to deceive enemies, as the army hid inside
	responsibly, recognise acceptable/ ort concerns about content and co in programs, work with variables	Know that a Trojan Horse is a type of malware that causes harm to computers	To know that malware is a term to describe viruses, worms, and other malicious software used to gain access to sensitive information or interfere with a computer's performance To know that a Trojan Horse is the name of a type of malware To know that a Trojan Horse deceives users by appearing to be a harmless piece of software To know that Trojan Horses are known to create a backdoor on your computer that gives malicious users access to your system, possibly allowing confidential or personal information to be compromised (stolen) To know why Trojan Horses are dangerous
	respectfully and ge of ways to rep in, and repetition	To understand and use repetition within algorithms	To know that algorithms should be clear and unambiguous To know that repeat means that something happens or is done again To know that when something occurs again in an algorithm / program it is called a repeat / loop To know that a flowchart is a diagram of a sequence of functions / actions To know that algorithms can be represented as flowcharts To know how repetition is used in algorithms practically (Zorba's Dance) To know that repetition within instructions / algorithms can make them more succinct
		To understand the use of different inputs and begin to understand selection in programming	To know that an input is data that is entered into, or received by, a computer e.g. a user pressing a key on a keyboard, clicking a mouse or tapping a touch pad To know that some inputs indicate to the computer what we want it to do, while others provide data for the computer to process To know that inputs don't always have to be initiated by human beings e.g. sensors can be used as inputs To know that an output is how the computer presents the results of the input To know that outputs come in many forms e.g. text on a screen, printed materials, or as sound from a speaker To know that selection allows you to choose whether to run a section of code To know that selection allow you to choose to run code only IF / WHEN a certain condition is met
	To know how to use technology safely, unacceptable behaviour; identify a ran (NC) To know how to use sequence, selectio various forms of input and output (NC)	To understand and use inputs, repetition and selection in programming	To know a variety of inputs and how to use these within block-based programming To know that a control blocks can be used to with a variety of inputs in Scratch e.g. when clicked, when loudness, when pressed, etc. To know that loops can be used to make code neater and clearer To know how to create repetition / loops within a program To know how to execute repetition / loops within a program To know how to use selection within a program







Term 4 – Under The Canopy			Term 4 – Under The Canopy
	Composites & Components		Components
	9 4 6	To know how to record and	To know that data is the word used to describe information
	bin net net net net net net net net net ne	analyse data using data	To know that data can come in various forms, such as numbers, facts, observations, graphs, charts,
	oml ter ices gran olish ting	logging devices	measurements, etc.
	d co		To know that data logging is the process of collecting, storing, and displaying data over time
	and ling all c		To know that data loggers are used in various industries and have many uses e.g. tracking supply and
က	ise sigit tack tack tack tack tack tack tack tac		transportation activity, measuring temperature and humidity, monitoring environmental conditions in
ear	tt, u finc find ing ing ing col		farms or greenhouses, reviewing the performance of technology
>	lec re (e o e a ra nt t ng ng		To know that data logging can be completed manually, but predominantly data loggers, or artificial
	wa wa mg mg te i te i udi		intelligence technologies, are used to collect data
	v tc oft a ra rea coi coi ncl alu		To know that a sensor on the data logger collects data
	on son son son son son son son son son s		To understand data loggers are often more accurate and efficient than human observation
	w h k k k k k k k k k k k k k k k k k k		To understand the process of data logging: data collection / recording, processing, transfer, analysis
	nor ried ice gan a		To know how to use a data logger to collect data
	o k va erv esi esi yst		To know how to use the data collected to create graphs and charts for analysis
	ם שמט ס בים –		









	Term 6 – Come Fly With Me! Africa		
	Composites & Components		Components
Year 3	To know how to 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 (NC) To understand how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (NC)	To know how to use publishing software to create an eye-catching information poster	To know that information is knowledge or facts that come from a source To know that a poster is a sign made of paper or cardboard that is used for advertising, displaying information, or for decoration To know that layout is the arrangement of content on a page To know that typography is the practical art of arranging how the printed word appears on the page To know that captions are the words that describe a picture or graph, usually in a magazine, book, or newspaper To know the features of a good poster To know how to use the internet to search safely, with an awareness of copyright and ownership, whilst finding resources to use To understand that different colours can create different effects for a viewer To know how to use tools within publishing software for different purposes, such as editing font style, size and colour; creating different layouts, adding and editing pictures To know how to save and print (if needed) a final poster









	Term 1 – Lightning Speed		
		Composites & Components	Components
		To understand that the computers in a school are	To know that local means the nearby area
	Į.	connected together in a network	To know that an area is a space
	ide fer		To know that a network is a group of connected things or people
	of of		To know that a Local Area Network (LAN) is a network of connected computers / devices in a specific area (in this case, a school)
	n p		To know that devices can connect wirelessly to a network (without wires)
	cal		To know that a server is a computer that is always left switched on that serves the network, a bit like waiter serving customers in a
	rey itie		restaurant
	v th		To know that a server serves the network by running programs (Scratch, Kodu, Internet browsers) which people wish to use;
	יסר		storing files created by users; allowing access to printing; allowing access to the Internet
	et; l	To understand why computers are networked	To know, in a network, that all the computers / devices are connected to a switch and a switch simply helps them connect
	rne he (together
	nte d tl		To know that devices on a network are called workstations
4	an an		To know that computer networks can overcome geographic barriers and enable the sharing of information
Year	To 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 (NC)		To know that computer networks enable the usage and sharing of any number of applications and services, including emails,
>			video, audio, and plenty of other types of data, over the internet
	clu /ide ()	To understand the difference between the internet	To know that the internet is a massive network of connected computers and other devices across the globe
	d v ONC	and the World Wide Web (WWW)	To know that the internet is the largest network that exists
	ork orl		To know that the world wide web ('www' or 'web' for short) is a collection of webpages found on the internet
	twc e w ati		To know that a web browser uses the internet to access the world wide web.
	net the bor	To understand that servers on the internet are located	To know that Tim Berners-Lee invented the World Wide Web (WWW)
	omputer networks incl s, such as the world win and collaboration (NC)		To know that a server is a computer that is always left switched on that serves the network
	put uch d cc	across the planet	To know there are servers on the Internet in different parts of the world, just like there was a server on our school network
	om s, si and		
	d c ice: on	To understand how email is sent across the internet	To know that electronic mail, or 'email,' uses electronic devices to deliver messages
	tan erv :ati		To know that email uses the internet to send these messages
	ers e s inic		To know the advantages of using emails e.g. efficiency, not using paper etc.
	ind tipl m		To know the process an email goes through from composition to being received by the sender: type the email; press send from
	To understand c multiple service communication		your email address with the domain name, e.g. @gmail.com, transfers to email domain name service provider to find the domain
	F 5 0		of the receiver; then the email is sent to the receiver once verified, email received by recipient







	Term 3 – Law and Order	
	Composites & Components	Components
le algorithms work	To know how to create a 3D world within Kodu	To know that 2D means two-dimensional, i.e. something that has two dimensions – length and width To know that 3D means three-dimensional, i.e. something that has three dimensions – width, height and depth (length) To know that Kodu Game Lab is a video game development platform developed by Microsoft to introduce young children to the basic concepts of computer programming To know that Kodu is a visual programming language (VPL) which teaches coding via simple visual elements To know that in Kodu you connect tiles containing underlying code to build 3D worlds and games without the need to master complex syntax and typing abilities To know how to use a range of tools within to create a 3D world within Kodu
some simple	To know how to identify selection	To know that selection allows you to choose whether to run a section of code To know that selection allow you to choose to run code only IF / WHEN a certain condition is met To know selection will most like include one of the words IF / THEN / WHEN / ELSE
Year 4 To know how to use logical reasoning to explain how so	to detect and correct errors in algorithms and programs the luding controlling or simulating physical systems; siminto smaller parts (NC) am into smaller parts (NC)	To know that repeat within an algorithm means that something happens or is done again To know that when something occurs again in an algorithm / program it is called a repeat / loop To know that a flowchart is a diagram of a sequence of functions / actions To know that algorithms can be represented as flowcharts To know how repetition is used in algorithms practically (Zorba's Dance) To know that repetition within instructions / algorithms can make them clearer and more concise To know how to use selection to choose whether to run a section of code (in Kodu) To know how to use selection allow you to choose to run code only IF / WHEN a certain condition is met (in Kodu)







			Term 4 – Picture Our Planet
	Composites & Components		Components
Year 4	To 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 (NC). To 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 (NC). To know how to use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact (NC)	To understand how to edit photos using advanced tools and filters To understand email and be able to draft and send them	To know that photo editing is the process or art of enhancing photos to make them look more visually appealing To know that edits to photos are often called adjustments To know that photos can be edited in a variety of ways e.g. to adjust contrast and brightness, shadows and highlights, correct colours, crop or resize, retouch or restore images and for advertisement and marketing To know that photos are mainly edited electronically using photo editing software To know that photo editing software contains a variety of tools, blending modes, adjustments, and filters that can help to create a different atmosphere or effect in a photo To know and use the tools, blending modes, adjustments, and filters within photo editing software To know that the internet is a network, or system, that connects millions of computers worldwide To know that electronic mail, or 'email,' uses electronic devices to deliver messages To know that email uses the internet to send these messages To know the advantages of using emails e.g. efficiency, not using paper etc. To know how to type using a keyboard / touch screen To know that emails have a specific format / address and contain the @ symbol followed by a domain / organisation name To know that you can save emails in draft form To know that Cc means carbon copy and Bcc means blind carbon copy To know that carbon copy is produced when a sheet of carbon paper is placed between two sheets of writing paper – this was used before photocopying and email but is still used today To know and be able to use the functions of Send, Reply, Forward, To, Cc and Bcc









	Term 6 – Cry Freedom			
	Composites & Components		Components	
Year 4	To know how to 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 (NC) To know how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (NC)	To know how to create a quiz using a presentation program	To know how to generate questions To know that research is the process of finding facts / information in an organised manner To know that research can be completed using the internet To know how what a search engine is To know how to navigate to and use a search engine or given websites and find information To know how to pick out key information from a text To know that evaluate means to study carefully and judge To know that a presentation is a way of showing someone information To know what an on-screen presentation looks like To know that a slide is one page of a presentation To know how to navigate the internet or a given website in order to read and extract relevant information to use in a presentation To know how to type using a keyboard / touch screen To know how to dad text to presentation software To know how to locate and save an image To know how to import an image to presentation software To know how to play a slideshow on presentation software	







	Term 1 – Mission Control		
	Comp	posites & Components	Components
Year 5	To know how to 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 (NC) To know how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (NC)	To understand and know how to create vector artwork	To know that there are different types of art and design (e.g. pencil, paint, sculpture, textiles etc.) To know that recently there has been a rise in digital art / graphics To know that digital graphics come in two main forms – raster and vector To know that raster graphics are made up of tiny squares called pixels To know that vector graphics are created using mathematical formulas To know that a computer or device uses a mixture of lines and curves and the position of these on a grid to create a vector image To know that vector graphics can scale infinitely To know that raster graphics are typically used for digital photographs, scanned artwork or detailed digital artwork where they are many tones, shades and gradients of colour To know that vector graphics are commonly used for fonts, logos and branding (To study a vector art specialist – Michael Fugoso) To know that vector graphics are created using specific vector software / apps To know the process for creating vector graphics: sketch, layering flat shapes, adding textures To know the tools features within vector software and what they do e.g. pen tool, paths, shapes and objects, layers, gradients and shadows
		To know how to use search technologies effectively	To know the categories available on search engines such as Google and Bing e.g. web, images, video, etc. To know that there are different search tools available when searching for images e.g. size, colour, file type, etc. To know that search operators can help us refine searches To know how to use the search operators -, "", and site: To know that the - operator excludes a term from a search result To know that the "" operator searches for exact quotes To know that the site: operator searches just the pages of a certain site









			Term 3 – You're Not Invited
	Comp	osites & Components	Components
Year 5	To use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact (NC) To know how to 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 (NC)	To understand and know how to use CAD (Computer-Aided Design)	To know how to navigate to and use a search engine or given websites and find information [about Roman Villas] To know how to print out any research conducted To know how to create a sketch / plan (of a Roman Villa), including annotations To know that annotation is the act or process of adding a note or notes to something To know how to create a 2D floor plan using drawing / paint software To know that Computer-Aided Design (CAD) is the use of computer software to help create, change, analyse or optimize designs To know the interface of a chosen CAD software, including the tools available and how to use them e.g. how to create 3D objects, how to create copies and curves, how to add materials, how to add images, and how to create floorplans To know how to create a final design of a product (Roman Villa) using CAD software





Computing





			Term 4 – Full Of Beans
		Composites & Components	Components
		To know how to use video	To know that a movie / video is a recording of an image or of moving images
	of software (including esign and create a mplish given goals, enting data and	editing software to create a	To know that a good video should be engaging
		short movie clip	To know about camera angles e.g. establishing shot, wide angle, medium angle, close up, low shot, high shot and panning shot
	e (i		To know that camera angles can be used to create different effects
	To know how to select, use and combine a variety of software (inclucinternet 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 (NC)		To know that video can be recorded using video cameras, digital cameras and cameras on most tablets / smartphones
	f so sign plis		To know how to navigate the interface of the chosen app / software
	variety of soft ices to design a nat accomplish and presenting		To know some of the different types of media / files that can be used as different elements within video editing
	iet to acc		software e.g. sound, images, video, music
	variety ces to d at acco ind pres		To know how to record a video using the device(s) available to your setting
<u>-</u> 5	and combine a va of digital device: and content that ig, evaluating anc		To know how to save video recordings
Year 5	combine digital deval content t		To know how to import media into video editing software
	omk gita ont		To know that duration is how long something lasts
	d ce		To know how to edit the duration of, trim, and split (into parts) media within video editing software
	and e of a and		To know that a transition within video editing software is the way one element changes into the next
	use ange ems alysir		To know how to add transitions in video editing software
	ect, use and n a range o' systems an , analysing,		To know how to record or upload sound files
	select,) on a l ns, syst ng, an		To know that sounds / music can create certain effects / atmospheres
	s) o s) o ms, ing		To know how to save sound recordings
	how to sel services) o programs, s collecting		To know how to manipulate and edit sound recordings (if appropriate to your setting) in recording software,
	erv rog rog soll		such as: Audacity or GarageBand or video recording / editing software
	of point of		To know how to add sound / audio (sound effects and voiceover) to video software
	rne si		To know how to add text / tiles in video software
	To know how to seld internet services) or range of programs, including collecting, information (NC)		To know how to create visual effects in video software e.g. coloured overlays
	H .= 2 .= .=		To know that the final video can be exported into different files qualities and shared with others







			Term 6 – Come Fly With Me! America
	Comp	osites & Components	Components
D YEAV	variety of software (including ices to design and create a range complish given goals, including nting data and information (NC) responsibly; recognise tify a range of ways to report	To know how to use spreadsheet software to collect, store, analyse and represent data	To know that data can come in various forms, such as numbers, facts, observations, graphs, charts, measurements, etc. To know that a spreadsheet is an electronic document displayed as a table or grid that consists of columns and rows that form cells To know that a graph is a diagram that visually represents data To know that data inputted spreadsheets can be used in calculations, and manipulated and analysed to create graphs and charts To know that spreadsheets are widely used for a variety of reasons e.g. record keeping, finance and budgeting To know that in schools, we often use spreadsheets to collect, analyse and display data from surveys or scientific investigations To know that columns of a spreadsheet are labelled alphabetically across the top (horizontally) starting at A To know that rows of a spreadsheet are labelled alphabetically down the left-hand side (vertically) starting at 1 To know that columns and rows meet to create cells that can be referenced by joining the column letter and the row number together e.g. the cell where column C meets row 5 would be cell C5 To know that the content of cells in a spreadsheet can contain a variety of formats, such as letters, numbers (including currency) and dates To know that the content of the cell can also be formatted e.g. if the cell contains a percentage, it can be displayed as a decimal or with the % symbol. If the cell contains a date, this can be displayed in different formats too. To know that to type in a cell you must click on it and press enter when finished or click on another cell To know that the bar along the top of a spreadsheet (Microsoft Excel) is called a formula bar To know that spreadsheets can use formulas and functions to perform calculations e.g. +, -, x, ÷, averages and percentages To know that a variety of graphs can be created using spreadsheet software e.g. bar, column, block, line, pie graphs / charts To know to input data into spreadsheet software to create graphs







			Term 1 – A World of Bright Ideas
	Compo	sites & Components	Components
	programs that accomplish specific physical systems; solve problems by) and repetition in programs, work and output (NC) explain how some simplet errors in algorithms and	To know how to use variables and inputs within Scratch	To know that an input is data that is entered into or received by a computer e.g. a user pressing a key on a keyboard, clicking a mouse or tapping a touch pad To know that some inputs indicate to the computer what we want it to do, while others provide data for the computer to process To know that inputs don't always have to be initiated by human beings e.g. sensors can be used as inputs To know a variety of inputs and how to use these within block-based programming To know that control blocks can be used to with a variety of inputs in Scratch e.g. when clicked, when loudness, when pressed, etc. To know that a variable is a value that can change in a program To know that variables can store numbers in a game - Scratch
Year 6	w to design, write and debug ding controlling or simulating ng them into smaller parts (NC) w to use sequence, selection, les and various forms of input w to use logical reasoning to work and to detect and correct)	To understand how to use repetition and variables (to create a scoring system) To know how to design a numeracy game to include variables, selection and repetition To know how to program (the designed game) using variables, selection and repetition	To know that repetition / loops can be used to make code neater and more succinct To know how to create repetition / loops within a program To know how to execute repetition / loops within a program To know how to use variables within a program alongside repetition (to create a scoring system) To know the types of maths games available already To know the audience the game will be designed for To know what questions would be suitable for a maths game for a specific audience To know what the game is going to look like To know that selection allows you to choose whether to run a section of code To know that selection allow you to choose to run code only IF / WHEN a certain condition is met To know selection will most like include one of the words IF / THEN / WHEN / ELSE To know how to use selection within a program To know that repetition / loops can be used to make code neater and more succinct To know how to create repetition / loops within a program To know how to execute repetition / loops within a program To know how to use variables, repetition and selection within a program
	To know how goals, includin decomposing to know how with variables To know how algorithms wo programs (NC)		To know that debugging is the process of finding and correcting errors in computer programs To know how to find errors in a program when they arise and how to correct them









			Term 3 – Wars of the World
	Composites & Components		Components
Year 6	know how to select, use and combine ariety of software (including internet vices) on a range of digital devices to ign and create a range of programs, tems and content that accomplish en goals, including collecting, lysing, evaluating and presenting data	To know how to use design software to create a poster	Components To know that information is knowledge or facts that come from a source To know that a poster is a sign made of paper or cardboard that is used for advertising, displaying information, or for decoration To know that layout is the arrangement of content on a page To know that typography is the practical art of arranging how the printed word appears on the page To know that captions are the words that describe a picture or graph, usually in a magazine, book, or newspaper To know what makes a good poster e.g. eye-catching, succinct, gets the message across, aesthetically pleasing To know that evaluate means to study carefully and judge To critically evaluate a range of posters To know how to use the internet to search safely, with an awareness of copyright and ownership, whilst finding resources to use To understand that different colours can create different effects for a viewer To know how to use tools within publishing software for different purposes, such as: editing font style, size and colour; creating different layouts, adding and editing pictures To know how to save and print (if needed) a final poster
	To know a variety services) design al systems systems given go analysing and infol		To know how to save and print (if needed) a final poster To know how to apply knowledge across different software to create different visual effects e.g. children could edit photos to import into their posters or import vector artwork they have created









			Term 4 -Global Warning
	Composites &	Components	Components
	-	To know how to use presentation software to create a digital presentation	To know that a presentation is a way of showing someone information To know what an on-screen presentation looks like To know that a slide is one page of a presentation To know how to navigate the internet or a given website in order to read and extract relevant information to us in a presentation To know how to type using a keyboard / touch screen To know to add text to presentation software Know how to locate and save an image To know how to import an image to presentation software To know how to play a slideshow on presentation software To know that a transition within presentation software is the way one slide changes into the next To know that an animation within presentation software is the way an element on a slide come to life To know how to change, format, add and edit a presentation's style, background, font, images, sounds To know how to add animations and transitions to a presentation
Year 6	To know how to select, use and combine a variety of software (including internet services) on a range of digits 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 (NC)	To know how to use word processing software to create a newspaper report	To know that a powerful presentation captivates the audience, and also gets the message across To know how to create a succinct presentation that engages the audience To know how to apply knowledge across different software if using different presentation software from previous phases To know that certain buttons on the keyboard have different functions and how to use these (i.e. shift, caps lock, space, enter) To know how to change the format of text in word processing software / app (i.e. font, size, colour) To know how to import images into word processing software To understand the spell check function and that a red line usually shows there is an error To know that layout is the arrangement of content on a page To know that tayour is the practical art of arranging how the printed word appears on the page To know that topions are the words that describe a picture or graph, usually in a magazine, book, or newspaper To know that captions are where the page is split into narrower vertical sections of text To know that columns are where the page is split into narrower vertical sections of text To know that columns can be used in word processing software To know how to use columns to create a newspaper layout To know how to use columns to create a newspaper layout To know how to use ply knowledge across different software if using different word processing software from previous phases To know that bold, underlined, and italiacs fonts are used to create different effects To know that bold, underlined, and italiacs fonts are used to create different effects To know that a bold, underlined, and italiacs fonts are used to or reate different effects To know that a header is text function to place pictures in a variety of styles (e.g. in front of text, behind text, tight, square etc) understanding the effect each of these styles have on the document To know how to use a range of fonts and sizes for different effects To know how to apply knowledge across different software to create different effects e.g. children co







			Term 6 – I Have a Dream
	Comp	osites & Components	Components
	e en	To know how to create a	To know that broadcasting is sending information (such as television shows or music) electronically to an audience
	give ts	multimedia broadcast	To know that a script is the written text of a play, film, or broadcast
	sh a		To know that a jingle is a short slogan, verse, or tune designed to be easily remembered
	on a		To know how to write a script for a radio / podcast episode (including a jingle)
	s) cs com com ng ng		To know how to record sound
	acc acc acc acc acc		To know how to save sound recordings
	erv on ncl		To know how to manipulate and edit sound recordings (if appropriate to your setting) in recording software, such as Audacity or GarageBand
	tts tth ati s, i		To know how to create a slideshow of photographs (using iMovie or similar)
	rne ent oal		To know how to add sound effects in recording / video editing software
	nte ont nfo ic g ic g		To know how to add soundtracks in recording / video editing software
	ig in d co	To know how to simulate control	To know that repetition / loops can be used to make code neater and more succinct
	din an an a	within an audio system using	To know how to create repetition / loops within a program
	clu ms ata ata sh or	selection, repetition and	To know how to execute repetition / loops within a program
	(in g d	variables	To know that selection allows you to choose whether to run a section of code
	are sys sys or or		To know that selection allow you to choose to run code only IF / WHEN a certain condition is met
9	ns, ns, sen acc acc		To know selection will most like include one of the words IF / THEN / WHEN / ELSE
Year	sof grar grar ore lat		To know how to use selection within a program
۶	of of sthemes		To know that a simulation is a way of seeing a thing happen without it actually taking place in reality
	ety sar am:		To know that physical systems include robotics, motors and sensors e.g. streetlights, remote controls, traffic lights, burglar alarms, air conditioning
	arie		systems, automatic doors, etc.
	a v ang luar luar pro pro 5; se		To know what physical systems they have around them e.g. in school, at home, etc.
	ne a ra sval ug		To know how to recreate a physical system (using Scratch)
	nbi ate g, e g, e deb /ste	To know how to simulate a system	To know what a backdrop is and how to add one – Scratch
	cor sin sin od c	using costumes	To know the variety of editing tools within scratch to create a backdrop e.g. pencil, line, ellipse, eraser tool, etc.
	nd o aly aly sica		To know that a sprite is an image that can be programmed to move, respond to events, and interact with other sprites
	e an an an rite		To know how to import music / sound into Scratch
	usi ng, w,		To know that the volume is how loud or quiet a sound is
	ect, des ectil sign		To know that a costume is a still image that can be put in sequence with another costume to simulate movement / change e.g. flashing lights
	To know how to 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 (NC) To know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (NC)	Talana kan ta an adalah	
	ices in Sir I	To know how to use variables to	To know that a broadcast message is a signal which can be transmitted and received by all sprites and it is a way of creating programs such that the actions of one
	ow levi ow or	extend a lighting pattern in Scratch	sprite affects the programs of other sprites
	N h		To know that a variable is a value that can change in a program
	nov git; s, ir nov rol		To know how to use variables, repetition, and selection within a program
	f di f di o ki o nt		To know that debugging is the process of finding and correcting errors in computer programs
	- 5 2 2 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5		To know how to find errors in a program when they arise and how to correct them

Composites and Components - Skills and Knowledge







Safe Zones - All Year groups

	Safe Zones – All Year groups LESSON 1				
				╛	
	Compos	sites & Components	Components	4	
	g online.	I can explain what is meant by the term 'identity'.	To know that identity means who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you To know what information you might have on an identity card To know what types of information might be stored about yourself online		
Year 3	EDUCATION FOR A CONNECTED WORLD OBJECTIVES SELF-IMAGE AND IDENTITY To explain what is meant by the term 'identity' To explain ways in which someone might change their identity depending on what they are doing To explain ways in which someone might change their identity depending on what they are doing [e.g. gaming; using an avatar; social media] and why	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 .	To know that it is important to not give away too much of your identity online to keep you safe To know that other people's identities online can be different to their identities in real-life To describe ways in which people might make themselves look different online e.g. avatars, fake pictures etc. To know that an avatar is useful to show people aspects of your personality, but not give away too much information about yourself To know that not an avatar is useful to show people aspects of your personality, but not give away too much information about yourself To know that it is important to be honest both online and offline To know that it is important to be honest both online and offline To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc. To know that it is difficult to know someone's true identity when communicating with them online		
	_ 0,			1	







			LESSON 2
	Composites & C	Components	Components
	·	I can describe ways people who have similar likes	To know that communicate means to exchange thoughts, ideas, or information
	ia e	and interests can get together online.	To know that we can communicate with people online and offline
	ıl about naring media)		To know that we can communicate in a variety of different ways e.g. verbally, text, video, body language, etc.
	iful abou sharing al media		To know that when we communicate with people who have similar likes and interests online, we have things in common and often use a shared vocabulary
	careful about e as sharing social media)		To know that we may communicate with strangers online and should be wary of this
			To know that you may meet people online who share similar interests to you e.g. through gaming etc To know that people online and offline can be treat you in different ways e.g. being kind, sarcastic, mean, friendly, etc
	nt to be c worried. the same avatar; s		To know that people online and online can be treat you in ourself it ways e.g. being kind, sarkastir, freadi, friendry, etc. To know and explain some risks of communicating online with others I don't know very well
	ant to be worried. s the sam n avatar;	I can explain what it means to 'know someone'	To know that knowing someone offline is different to knowing someone online
	Trans as a second	online and why this might be different from	To know why it is different e.g. not face to face, might not be sharing true identity etc
	import table on online i	knowing someone offline.	To know that it is better to communicate with people you know in the real world online
	offline. uncomfortable or worried. of sharing online is the sam of gaming; using an avatar;		To know that you should always gain permission from a trusted adult if you would like to communicate with someone you do not know in the real world
	fffine. why it is ncomfor sharing gaming;	I can explain what is meant by 'trusting someone	To know that honesty is when you speak the truth and act truthfully
	offline. I why it uncomf f sharir f; gamir	online', why this is different from 'liking someone	To know that it is important to be honest both online and offline
	of in de of	online', and why it is important to be careful	To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc.
	ous sour	about who to trust online including what	To know that it is difficult to know someone's true identity when communicating with them online
	knowing someone o meone online', and they feel nervous, ui ow the principles of e doing online. (e.g. ertant	information and content they are trusted with.	To know that people communicating online might not be being honest and truthful e.g. they might be looking to gain access to personal information
	eln pri	I can explain why someone may change their mind	To know different examples of things that might make you feel sad, worried, uncomfortable, or frightened online e.g. unkind / inappropriate comments, age-inappropriate content
	win the pp	about trusting anyone with something if they feel nervous, uncomfortable or worried.	To know that you can ask for help To know how to ask for help
	cho mee	nervous, unconnortable or worneu.	To know who to speak to when you need help / support e.g. trusted adults
	ar specific solution		To know that it is okay to change your mind about trusting someone if you feel nervous, uncomfortable or worried
	ding ding sim sim sim sim sim sim hey		To know how to deal with situations that make you feel uncomfortable online e.g. speaking to a trusted adult
ღ	ther online. ed ifferent from knowing s tf from 'liking someone on ed with. th something if they feel r nolline. online; how the pri things online; how the pri on what they are doing or why this is important someone can get support	I can explain how someone's feelings can be hurt	To know that hurt means unhappiness or sadness caused by someone's words or actions
(ea	with with y the need	by what is said or written online.	To know that you can be hurt or upset by things that are said to you
	so wh		To know that you can be hurt or upset by things said to you online
	oge erei		To know what to do if you have been hurt or upset by something online e.g. speaking to a trusted adult To know that if we comment in a digital space, we should always try to be respectful, just as we would offline
	difficient to the standard on I sha and he s	I can explain the importance of giving and gaining	10 know that it we comment in a ugitar space, we simulate with the comment of the
	n sis is n s	permission before sharing things online; how the	To know that you should gain permission and / or give permission before sharing things online
	t the ing	principle of sharing online is the same as sharing	To know that you should always gain permission from a trusted adult if you would like to communicate with someone you do not know in the real world
	why why on I are a st a sa s	offline e.g. sharing images and videos.	To know that the principles of sharing in the real world should exist in the online world, too e.g. sharing an image
	", w ", which with the string of the string	I can describe appropriate ways to behave	To know that if we comment in a digital space, we should always try to be respectful as we would offline
	ap oth ine ine a ap	towards other people online and why this is	To know that our behaviour can affect how others feel online e.g. if we make a kind comment, they could feel good, and a negative comment could make them feel bad
	TIV TIV nam	important.	To know there are different ways communicate in a school's digital space e.g. posts, comments, messages, forums, video calls, gifs, images
	ikes mirring selve mirring selve war van		To know to post on a school blog / digital space To know how to comment on a blog post / school digital space
	De lar		
	RLD ome imi imi ome s s so s s so s s so s s so s s s s s	I can give examples of how bullying behaviour	To know that bullying is persistent physical or mental abuse
	W Se w Se s ang se n se	could appear online and how someone can get support.	To know that a bully is someone who engages in persistent and repeated physical and mental abuse To know some examples of bullying behaviour and how it could look online e.g. mean comments, etc.
	trus ching givi	зиррогс.	To know the difference between accidental and intentional
	The same of the control of the contr		To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, etc.
	INE AND		To understand how bullying can make someone feel e.g. scared, lonely, upset, anxious, hated
	ON HIP SON HIP		To know some of the signs that someone might be being bullied e.g. become withdrawn, quiet, sad
	N N Si n N Si n Si n N Si n Si n N Si n Si n		To know that someone experiencing bullying is not to blame and they must not feel that way
	TIO TIO Way way way way way way way way way wa san marin warin warin warin warin war gays		To know how someone can / would get help about being bullied online or offline
	ION FOR A CONING FRELATIONSHIPS The ways people in what it mean that it mean that it mean that it mean in how someone in how someone in how people con in how people con in ways in white in the mean that it was in which was an arranged to the was in which was in whic		To know that you should always try your best to help someone if you feel they are being bullied
	ATIC R ATIC CC. IR. ATIC R ATI		To know that it is the right thing to do to report bullying to a trusted adult To know that if you are upset or worried about something online you should talk to a trusted adult
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES ONLINE RELATIONSHIPS To explain what it means to 'know someone' online and why this night be different from knowing someone or explain what it means to 'know someone' online and why this is different from 'liking someone online', any who to trust online including what information and content they are trusted with. To explain why someone's feelings can be hurt by what is said over witten online. To explain the importance of giving and gaining permission before sharing things online, how the principles of offline e.g. sharing images and videos.what is meant by the term 'identity' To explain ways in which someone might change their identity depending on what they are doing online. (e.g. and why ONLINE BULLYING To describe appropriate ways to behave towards other people online and why this is important To give examples of how bullying behaviour could appear online and how someone can get support		To know and name different people who you could ask for help and support
	O C C C T C C C C C C C C C C C C C C C		To know that children do not have to fix problems on their own







			LESSON 3	T
	Composites & Com	ponents	Components	1
	lr bə	I can explain how to search for	To know that research is the process of finding facts / information in an organised manner	7
	careful e share table	information about others online.	To know that you can use the internet to research	
	ra Se s		To know that a search engine can help us find things out online e.g. Google, Kiddle	
	ht b		To know what a search engine is	
	d to be camight be		To know that you can search for information about yourself online by inputting details, such as your name	
	need to be care		To know that you can search for information about others online	4
	d, t	I can explain why it is important to	To know that trusted adults can help keep us safe	
	in th here bed)	always ask a trusted adult before sharing	To know that it is important to speak to a trusted adult before sharing personal information so you do not give away anything that could affect your (or	
	xplain the nee nd where they the bed) us feel sad, un	any personal information online, belonging to myself or others.	someone else's) safety	
	x p 두 두 sn	belonging to mysell of others.		
	. I can e ne how ar s under makes	I can give examples of what anyone may	To know that a digital footprint shows examples of where information about us exists online	1
	ne. I ca nline of hov ers un	or may not be willing to share about	To know that you need to be careful before sharing anything about yourself or others online	
	online. I on on on the states of the states uthat mithat m	themselves online.	To know some examples of what anyone may or may not be willing to share about themselves online	
	es onlir tion on mples (monst		To know that certain people may want to use your information for their gain e.g. hackers	
	<u> </u>	I can explain the need to be careful before sharing anything personal.		
	onlin infor give ers (¢	I can demonstrate how to use key	To know how to type keywords into a search engine	7
	ut theming onlii ate infoi can give others (phrases in search engines to gather	To know how to navigate to and use a search engine or given websites and find information	
	about the nething ccurate on and can rby oth.	accurate information online.	To know how to pick out key information from a text	
ar 3	are abou someth er accur festion ct. and o fair by		To know how to use functions such as home, forward, back buttons, links, tabs, and sections	
Year	line ing to share abou putting someth to gather accur best suggestion nings and a 'fact. and' s true or fair by i trusted adult if		To know how to accurately use key words and phrases to find correct information	4
	line ng to sha putting s to gathe eest sugg ings and a fa	I can explain what autocomplete is and	To know that autocomplete is a feature in which an application predicts the rest of a word that a user is typing	
	ne g to s g to s c. gat sst su ngs nd a '	how to choose the best suggestion.	To know that autocomplete is meant to help save time To know that autocomplete might not always suggest exactly what you want	
	online to sut put! out put! nes to g e best s / things n' and i'		To know that autocomplete may give you suggestions on what to search for	
	rs c win ibou buy iion iion om		To know that you must choose the correct suggestion to get the best search results	
	IVES others ot be w ure abc ure abc oose th and buy opinion es etc cepter		To know that it is important not to rely too much on autocomplete	
	N FOR A CONNECTED WORLD OBJECTIVES PUTATION how to search for information about others online samples of what anyone may or may not be willing to share about themse ring anything personal who someone can ask if they are unsure about putting something online GONLINE INFORMATION Strate how to use key phrases in search engines to gather accurate inform what autocomplete is and how to choose the best suggestion how the internet can be used to sell and buy things the difference between a 'belief', an 'opinion' and a 'fact. and can give e. in videos, memes, posts, news stories etc that not all opinions shared may be accepted as true or fair by others (e. e and demonstrate how we can get help from a trusted adult if we see co	I can explain how the internet can be	To know that you can make purchases online (e.g. when gaming, or online shopping) and how this affects our digital footprint	1
	OBJECTT about may no ire unsi n searc v to che to sell a ef', an 'e s storie ay be a n get he	used to sell and buy things.		_
	on a or n s in y arr y arr y arr y arr was: was: was: an g an	I can explain the difference between a	To know that facts are statements that we know to be true	
	atic ay at icher there icher i 'bo	'belief', an 'opinion' and a 'fact. and can	To know that opinions are your beliefs about something and might not be true for everyone	
	world ormation in may or is k if they lon phrases s and hov be used en a 'bell osts, new shared m	give examples of how and where they	To know that a belief is a firm thought that something is true	
	info ron, ron, ron, ron, ron, ron, ron, ron	might be shared online, e.g. in videos, memes, posts, news stories etc.	To know that facts, opinions and beliefs are all on the internet and it is important to know the difference between the three To know that opinions, facts, and beliefs can be seen in many forms online e.g. webpages, blogs, videos, memes, posts, news stories etc.	
	A CONNECTED 10N 2 search for infe of what anyon sything persona omeone can asi one to use key autocomplete is ne internet can fference betwee eos, memes, po ot all opinions s demonstrate ho	I can explain that not all opinions shared	To know that things you find online might not be true	-
	ch f ch f ch f ch f co h ce h ce h ce h	may be accepted as true or fair by	To know that not everyone has to agree with your opinion and vice versa	
	NN NN whing hing eon ooco ooco inter renc s, m	others (e.g. monsters under the bed).	To know that some people might disagree over opinions	
	TIO S of S of	I can describe and demonstrate how we	To know that people may make mean comments in your online space	-
	TION FOR A CONNECTED WORLD OBJECTION FOR A CONNECTED WORLD OBJECTION Is in how to search for information ab examples of what anyone may or me sharing anything personal lain who someone can ask if they are ISING ONLINE INFORMATION CONSTRATE how to use key phrases in some what autocomplete is and how to lain what autocomplete is and how to lain what autocomplete some of some the difference between a 'belief', e.g. in videos, memes, posts, news stain that not all opinions shared may it rightened	can get help from a trusted adult if we	To know that you should ask for help if something has upset you, both online and offline	
	EPU i ho arrin wh i wh i	see content that makes us feel sad,	To know that there are people you can speak to if you need help (e.g. a trusted adult)	
	TIC ERI Iain Iain Iain Iain Iain Iain	uncomfortable worried or frightened.	To know how to explain to others how they can get help if they need it	
	EDUCATION FOR A CONNECTED WORLD OB ONLINE REPUTATION To explain how to search for information at To give examples of what anyone may or m before sharing anything personal To explain who someone can ask if they are MANAGING ONLINE INFORMATION To demonstrate how to use key phrases in s To explain what autocomplete is and how ta To explain what autocomplete is and how to To explain how the internet can be used to To explain the difference between a 'belief' online, e.g. in videos, memes, posts, news s To explain that not all opinions shared may To describe and demonstrate how we can g worried or frightened			
	EDUCATION FOR A CON ONLINE REPUTATION To explain how to searc To give examples of wh before sharing anything To explain who someon MANAGING ONLINE INF To explain what autoco To explain the differenc online, e.g. in videos, m To explain that not all of To describe and demon			0



Computing





			LESSON 4	
	Composites & Components		Components	+
	bò	I can explain why spending too much	To know how technology can have a positive impact on you	7
	one, e.j. it is who I who I	time using technology can sometimes	To know how technology can have a negative impact on you	
	n anyone where it know wł le (e.g. a	have a negative impact on anyone, e.g.	To know how to identify how much time you spend using technology	
	n anyo where know	mood, sleep, body, relationships.	To know if technology has ever made you feel anxious, angry, sad, etc	
	on anyone, ss where it i d know wh		To know that rage quitting is when a player in sports or video gaming is too angry to continue playing a game and usually leaves before the end of	
	impact or activities chem and omfortabl	I can give some examples of both	the game or match	
	tivi: me nfo	positive and negative activities where it	To know that time spent using technology could often be spent building relationships offline	
	e in the	is easy to spend a lot of time engaged	To know that technology can be both a positive and negative distraction	
	u tive	(e.g. doing homework, games, films, videos).	To know that technology can sometimes take all your concentration To know some examples of where it is easy to lose track of time when engaged with technology	
	VES negative impact negative activitie o follow them an	videos).	To know that many devices have screentime trackers that can help guide us on how much time we spend using devices	
	d n d n d n d n d n d n d n d n d n d n		To know that the blue light emitted from devices makes it difficult for us to switch off and go to sleep	
	DBJECT have a ve and videos) ortant t	I can explain why some online activities	To know that some games, apps, films, etc, have age restrictions	-
	OB.	have age restrictions, why it is	To know that age restrictions are in place to protect children e.g. from seeing inappropriate content, from marketeers, etc	
	Sometimes sometimes both positi mes, films, yhy it is impo line that ma	important to follow them and know	To know that you can speak to a trusted adult if someone tries to pressure you to watch or do something online that you are not comfortable with	
	D WORL Sometim both pos nes, film ny it is im ine that	who I can talk to if others pressure me		
	D W bot nes	to watch or do something online that		
₹	VECTE y can see of les of the gan ns, who ns who ns on the one of	makes me feel uncomfortable (e.g. age		
Year	NEG Ness, Ness, Ne	restricted gaming or web sites).		
	on in			
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	usi give . do . do .ch o			
	UCATIO			
	CTED EDUCATION FOR A CONNECTED WORLD OBJECTIVES LIFESTYLE sob much time using technology can sometimes have a negative impa sobips; I can give some examples of both positive and negative activi sobips; I can give some examples of both without on a cativities have age restrictions, why it is important to follow them re me to watch or do something online that makes me feel uncomfoites)			
	D E EST nuc ps; sage sage trivi			
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	R A CO BEING spend ody, re lot of some hers pr			
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			LESSON 5
	Composites &	Components	Components
	g g	I can describe simple strategies	To know that we can use passwords to help protect our personal information online
	LD OBJECTIVES ting and keeping only share to and can trust feel pressured an collect and rs	for creating and keeping	To know that we can store passwords securely to protect our accounts
	TIVE: re in tru surec	passwords private.	To know that some passwords are stronger than others
	BJECTI and ke share od can pressu		To know what constitutes a good password e.g. mixture of words, symbols, numbers and upper and lower case
	o OBJECT in grand king share and carried pression collect is		To know that some passwords can be easily guessed
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES PRIVACY AND SECURITY To describe simple strategies for creating and keeping basswords private To give reasons why someone should only share information with people they choose to and can trust to explain that if they are not sure or feel pressured then they should tell a trusted adult fo describe how connected devices can collect and share anyone's information with others		To know that passwords should not contain personal information so that they cannot be guessed easily
	EDUCATION FOR A CONNECTED WORLD PRIVACY AND SECURITY To describe simple strategies for creatin basswords private To give reasons why someone should or information with people they choose to fo explain that if they are not sure or fer hen they should tell a trusted adult fo describe how connected devices can share anyone's information with others	I can give reasons why someone	To know that it is important to have measures in place to ensure personal information is not given away e.g. parental controls, talking about what to
<u>ت</u>	on FOR A CONNECTED WO AND SECURITY e simple strategies for cre s private snons why someone shoul an with people they choos that if they are not sure o should tell a trusted adult e how connected devices one's information with oth	should only share information	share, etc
Year	s for	with people they choose to and	To know how different types of information can be shared e.g. photo, video, text
	A CONNECTE URITY e strategies: hy someone people they they are not tell a trustec connected dd	can trust.	To know what information should be kept private and what is okay to share
	INN TY ate om ole are ect ect iati		To know to speak to a trusted adult before posting anything, especially if you are unsure whether you should post it
	CO JRI ⁻ str str eog eog eog eog eog eog	I can explain that if they are not	To know that personal information can be used by others for their gain e.g. hackers, advertisers
	R A ECL ple ple wh p p if the fifth of te or continuous plants.	sure or feel pressured then they	To know that passwords should be kept private to prevent anyone accessing your information / content and that only trusted adults should be able
	FOI SI	should tell a trusted adult.	to share these e.g. school teachers knowing school account passwords, parents knowing passwords at home to keep you safe
	EDUCATION FOR A CON PRIVACY AND SECURITY To describe simple strat passwords private To give reasons why son information with people To explain that if they al then they should tell a t To describe how connec	I can describe how connected	To know that we sometimes give devices permission to share personal information with others when we accept terms and conditions
	ATIC CY , CY , cril ord ord latir latir hey cril any	devices can collect and share	To know that these devices can collect our information
	EDUCATIC PRIVACY To descril password To give re informati To explair To explair Then they	anyone's information with	
	EDUCATIO PRIVACY A To describ passwords To give rea informatio To explain then they: To describ	others.	
			LESSON 6
	Composites &	Components	Components
	I can	explain why copying someone	To know that the content found on a webpage of a company will belong to the company and not necessarily the person who created it (an
	NECTED WORLE RSHIP someone else's without I can explain ht cause. ht cause.	's work from the internet without	employee)
	N G Pern	nission isn't fair and can explain	To know that you can use something that does not necessarily belong to you (e.g. a school pencil)
	D) and xplix xplix se.	t problems this might cause.	To know that if you copy something and say it is yours, it doesn't mean it is
	INECTED RESHIP Someon without d can exp ht cause		To know that it is easy to copy things that are online (e.g. screenshot, download, copy and paste)
ar 3	NE RSI sor wit ca		To know that it is not okay to copy someone's work / content and say it is your own
Year	ON Ing Ing and nigl		To know that when searching online, most of the content we find belongs to someone else
	or A CON ID OWNE copying: internet v f fair and t fair and t fis migh		To know that copying someone else's work from the internet without permission can cause problems
	OR, CO		To know what those problems might be e.g. copyright infringement, upset, taking someone's hard work, etc.
	A FC		To know that there are different types of content / images available on the internet which may have different copyright licenses i.e. some are free to
	ON SHT ON		use; some have copyright licences available to purchase so you can use them; some are free to use for certain things like education or news
	UCATION FO JECTIVES PYRIGHT AN explain why rk from the i mission isn' at problems		reporting, but it is important to check; some you are unable to copy at all
			To know how to find out about these licenses (Google Image search tools)
	ED OB OB WO		To know whether you can use someone's content e.g. Creative Commons
	<u> </u>		







The following part of the properties of the prop	e would offline others n feel good to make us feel bad
Land describe strategies for safe and fun experiences in a range of online social row know to use spare time productively to help relax and enjoy doing something positive for know how to use spare time productively to help relax and enjoy doing something positive for know what turn to know that the strategies for safe and fun experiences in a range of online social row know to use spare time productively to help relax and enjoy doing something positive for know what turn to know that it usersteeming is broadcasting to an audience in 'real time' online of know what to use spare time productively to help relax and enjoy doing something positive for know what the same time to what the state in the same use space time productively to help relax and enjoy doing something positive for know what the same time to what the state in the same use space time productively to help relax and enjoy doing something positive for know what the use space time productively to help relax and enjoy doing something positive for know what the use space time productively to help relax and enjoy doing something positive for know what the use space time productively to help relax and enjoy doing something positive for know what the use space time productively to know what the use space time productively to help relax and enjoy doing something positive to know what the use space time the space on the productively to know what the use space time productively to know that repeating is productively to help relax and enjoy doing something positive to know that time the space time of the fellings of the space on line of the fellings of the fel	e would offline others n feel good to make us feel bad
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Can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	others n feel good to make us feel bad
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To know the difference between accidental and intentional behaviour To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, someone feel e.g. scared, lonely, upset, anxious, hated To know some of the signs that someone might be being bullied e.g. become withdrawn, qui To know what someone experiencing bullying is not to blame and they must not feel that way. To know how someone can / would get help about being bullied online or offline. To know that someone experiencing bullying is not to blame and they must not feel that way. To know that someone can / would get help about being bullied online or offline. To know the difference between accidental and intentional behaviour To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, someone feel e.g. scared, lonely, upset, anxious, hated To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, someone feel e.g. scared, lonely, upset, anxious, hated To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, someone feel e.g. scared, lonely, upset, anxious, hated To know some one experiencing bullying is not to blame and they must not feel that way. To know how someone can / would get help about being bullied online or offline. To know that someone experiencing bullying is not to blame and they must not feel that way. To know how someone can / would get help about being bullied online or offline. To know that someone experiencing bullying is not to blame and they must not feel that way. To know how someone can / would get help about being bullied online or offline.	ne
text, chat). Someone feel e.g. scared, lonely, upset, anxious, hated To know some of the signs that someone might be being bullied e.g. become withdrawn, qui To know how someone experiencing bullying is not to blame and they must not feel that way To know how someone can / would get help about being bullied online or offline To know that you should always try your best to help someone if you feel they are being bull	etc. To understand how hullving can make
To know some of the signs that someone might be being bullied e.g. become withdrawn, qui To know that someone experiencing bullying is not to blame and they must not feel that way To know how someone can / would get help about being bullied online or offline To know that you should always try your best to help someone if you feel they are being bull	etc. To dilucistand now builying currindic
To know that someone experiencing bullying is not to blame and they must not feel that way To know how someone can / would get help about being bullied online or offline To know that you should always try your best to help someone if you feel they are being bull	et, sad
To know how someone can / would get help about being bullied online or offline To know that you should always try your best to help someone if you feel they are being bull	,
□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	
In know that you should always try your pest to nelp someone if you reel they are being built	ied
To know that it is the right thing to do to report bullying to a trusted adult To know that if you are upset or worried about something online you should talk to a trusted.	1 adult
To know that if you are upset or worried about something online you should talk to a trusted to something online you should talk to a trusted to something online you should talk to a trusted to know and name different people who you could ask for help and support to know that children do not have to fix problems on their own	addit
To know and name different people who you could ask for help and support To know that children do not have to fix problems on their own	
I can explain why people need to think carefully about how content they post might affect of social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, published online by a user while reform or social network To know that a post is a message, such as text or photos, publish	ferring to a message board, comment section,
about how content they post might affect or so cial network about how content they post might affect or so cial network To know that you can post a variety of content colling	
VE 으로 이 하는 기계 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이 이	
Of the street about them (their reputation). To know that what you post online will be seen by others To know that what you post online will be seen by others	
To know that people may make judgements about you based on what you post online To know that we must think about others before posting / saying anything online	
Others feel about them (their reputation). To know that what you post online will be seen by others To know that what you post online will be seen by others To know that what you post online will be seen by others To know that what you post online will be seen by others To know that what you post online will be seen by others To know that we must think about others before posting / saying anything online To know that we must think about others before posting / saying anything online	
DULINE BELLATION FOR A CONFIGURATION OF A CONFIGURA	







			LESSON 2	
	Composites & Comp	onents	Components	╛
	0 ≥	I can explain how using technology can be a	To know that technology can be both a positive and negative distraction	
	DR A CONNECTED TIVES -BEING AND -using technology ction from other a positive and es or situations a may need to nt of time they (e.g. I can iges to help with ne.	distraction from other things, in both a positive	To know that technology can sometimes take all your concentration	
	hno oth and tion the control of the	and negative way.	To know some examples of where it is easy to lose track of time when engaged with technology	
-	AN AN Own tred on the san of the		To know some examples of using technology positively	
ä	EDUCATION FOR A CONNECTEE WORLD OBJECTIVES HEALTH, WELL-BEING AND LIFESTYLE TO explain how using technolog can be a distraction from other things, in both a positive and negative way. To 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.		To know some examples of using technology negatively	_
>	EDUCATION FOR A C WORLD OBJECTIVES WORLD OBJECTIVES LIFESTYLE Can be a distraction things, in both a pos negative way. To identify times or: No identify times or: Suggest strategies to imiting this time.	I can identify times or situations when someone	To know that the recommended screen time for children aged 5 to 16 is two hours	
	FO The state of th	may need to limit the amount of time they use	To know how to identify how much time you spend using technology	
	ME WE	technology e.g. I can suggest strategies to help	To know that many devices have screentime trackers that can help guide us on how much time we spend using devices	
	EDUCATION FOR WORLD OBJECTIV WELL-BILFESTYLE LIFESTYLE and be a distractive way. To identify times when someone in limit the amount use technology e suggest strategie ilmiting this time.	with limiting this time.	To know the long-term effects, both physically and mentally, of spending too much time using technology	
	UCALT ALT ALT ALT EST EST EST EST EST EST EST EST EST ES		To recognise when someone might need to limit their time spent using technology	
	EDUCATION FOR A CC WORLD OBJECTIVES HEALTH, WELL-BEING LIFESTYLE To explain how using can be a distraction f things, in both a posi negative way. To identify times or s when someone may uimit he amount of it unit the amount of it unit etchnology e.g. I suggest strategies to limiting this time.			
			LESSON 3	1
	Composites & Com	ponents	Components	1
	12 b0 T	I can describe how to find out information about	To know how to navigate to and use a search engine or given websites and find information	٦
	it is by lising and	others by searching online.	To know that you can search for information about yourself online	
	vhy vhy vert fed, sert line ots)		To know that you can search for information about others online	
	created, and why sspected nake a nake a ar online te those ter		To know how to explain to others how to search online safely	_
	star dm J). e-ig. e-ig. oea aake	I can explain ways that some of the information	To know that, when searching online, most of the content we find belongs to someone else	
	been, derste are re sand m sites). The less appears appear	about anyone online could have been created, copied or shared by others.	To know that anyone can post online and not everything created is necessarily true or accurate	
	nline. ould have been created, ould have been created, y and I understand why decisions are respected thrologies and make a es, video sites). hings online (e.g. adverti when they appear online fuline do not make those e living things (e.g. bots) ate stories or alter n'it isn't.	I can analyse information to make a judgement	To know how to analyse the validity of an online source (Knowledge CHASERS)	┪
	anc anc secis y vice.	about probable accuracy and I understand why it is	To know that it important to form your own opinions and not just accept what you see as true	
	onl coul coul coul coul act this who online is who online is a series of the coul coul coul coul coul coul coul coul	important to make my own decisions regarding		
	ching onl nnline coo accuracy hat my d p of tech p of tech age sites to buy tile i these wl 'these wl 'these onli 'these onli 'these wl 'these onli 'these wl 'these onli 'these wl	content and that my decisions are respected by others.		
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES ONLINE REPUTATION To describe how to find out information about others by searching online. To explain ways that some of the information about anyone online could have been created, copied or shared by others. MANAGING ONLINE INFORMATION To 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. To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). To describe not the probable accuracy (e.g. social media, image sites, video sites). To describe not 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. To describe why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. To explain why lots of people sharing the same opinions or beliefs online those opinions and the the bneefits and the risks might be. To explain that the bneefits and the risks might be. To 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.	I can describe how to search for information within	To know that, especially on social media, people can present information as facts when they may not necessarily be true	+
	bab bab bab bab bab copling the sort in th	a wide group of technologies and make a	To know how to use a range of search technologies to find information	
ar 4	rs by rany and wide wide by re per second inous second in	judgement about the probable accuracy (e.g. social	To know how to corroborate the accuracy of information by comparing sources	
۶	TIVE: TIVE othe about in a v ocial uragi ognis: copinis copinis y y y y omet	media, image sites, video sites). I can explain why lots of people sharing the same	To know that facts are statements that we know to be true	-
	t ab ing	opinions or beliefs online do not make those	To know that opinions are your beliefs about something and might not be true for everyone	
	OBJEC about ation at ation a sarding garding garding ce. so o enco o enco an recc s same might end so why	opinions or beliefs true.	To know that a belief is a firm thought that something is true	
	on cation artion at the decision sign sign or the cate th	,	To know that facts, opinions and beliefs are all on the internet and it is important to know the difference between the three	
	NN N Judy ons judy ons ing des		To know that opinions, facts, and beliefs can be seen in many forms online e.g. webpages, blogs, videos, memes, posts, news stories etc	
	D w D w info info info info info info info info		To know that things you find online might not be true	
	CTE of t		To know that not everyone has to agree with your opinion and vice versa	
	NEG out		To know that some people might disagree over opinions To know that just because lots of people are saying a certain thing, it doesn't necessarily mean it's true	
	SON Sear Sear Sear Sear Sear Sear Sear Sear	I can explain that technology can be designed to act	To know that fake news can be spread by hackers / bots	\dashv
	A C TIOI TO I TO I TO I TO I TO I TO I TO	like or impersonate living things (e.g. bots) and	To know that we must be careful when dealing with technology so that we are not tricked by fake accounts / bots	
	FOR A CONNECTED WC UTATION How to find out informa rased by others. ONLINE INFORMATION formation to make a ju formation to search for inform thow to search for inform thou to search for inform thou to search for inform the probable accu some of the methods us purchasses, pop-ups) a thy lots of people sharin beliefs true. And technology can be d and the benefits and the I what is meant by fake ne sand put them online to	describe what the benefits and the risks might be.		
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES ONLINE REPUTATION To describe how to find out information about other: To explain ways that some of the information about, copied or shared by others. MANAGING ONLINE INFORMATION To analyse information to make a judgement about primportant to make my own decisions regarding controthers. To describe how to search for information within a wjudgement about the probable accuracy (e.g. social no describe some of the methods used to encourage offers; in-app purchases, pop-ups) and can recognise to explain why lots of people sharing the same opinion or beliefs true. To explain why lots of people sharing the same opinion or beliefs true. To explain what the benefits and the risks might be. To explain what the benefits and the risks might be. To explain what is meant by fake news e.g. why some photographs and put them online to pretend someth	I can explain what is meant by fake news e.g. why	To know that fake news is news or stories on the internet that are not true	1
	ATIK LE R Scrill Ador Ador	some people will create stories or alter	To know that fake news is often created to spread strong and often prejudice opinions	
	EDUCATION ONLINE REPI TO describe I To explain w copied or sh MANAGING TO analyse ir important tc others. To describe I judgemente a offers; in-ap offers; in-ap TO explain w opinions or I To explain w opinions or I To explain w	photographs and put them online to pretend	To know that people may manipulate photos for a number of reasons e.g. parody, to spread false information	0
	T C C C C T C T C C C C C C C C C C C C	something is true when it isn't.		
				- 0







			LESSON 4
	Composites & Comp	onents	Components
	ED WORLD ntity can be w. someone to dunderstand t on how others can pretend to y friends, and r might do this.	I can explain how my online identity can be different to my offline identity.	To know that it is important to not give away too much of your identity online in order to stay safe To know that other people's identities online can be different to their identities in real-life I can describe ways in which people might make themselves look different online e.g. avatars, fake pictures etc. To know that an avatar is useful to show people aspects of your personality, but not give away too much information about yourself
Year 4	FOR A CONNECTED WORLD AND IDENTITY ow my online identity. positive ways for someone to nothers online and understand I positively impact on how other m. at others online can pretend to else, including my friends, and reasons why they might do this.	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	To know that honesty is when you speak the truth and act truthfully To know that it is important to be honest both online and offline To know how to positively interact with others both online and offline To know that people will perceive you differently depending on how you behave towards them To know how to make good choices when interacting with others both online and offline
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES SELF-IMAGE AND IDENTITY To explain how my online identity, and different to my offline identity. To describe positive ways for someone to interact with others online and understand how this will positively impact on how other perceive them. To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	To know that impersonation means to pretend to be another person To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc. To know that it is difficult to know someone's true identity when communicating with them online
			LESSON 5
	Composites & Comp	onents	Components
	INLD OBJECTIVES content to use, I can explain and whether I have the right to ntent which I must not use e.g. videos, music, images.	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.	To know that reuse of digital content is when someone takes and uses a part of, or a whole piece of digital content in their own work To know that it is not okay to copy someone's work / content and say it is your own To know that when searching online, most of the content we find belongs to someone else To know that copying someone else's work from the internet without permission can cause problems To know what those problems might be e.g. copyright infringement, upset, taking someone's hard work, etc To know whether you can use someone's content e.g. Creative Commons
Year 4	EDUCATION FOR A CONNECTED WORLD OBJECTIVES 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 righ reuse it. To give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	To know that there are different types of content / images available on the internet which may have different copyright licenses i.e. some are free to use; some have copyright licences available to purchase so you can use them; some are free to use for certain things like education or news reporting, but it is important to check; some you are unable to copy at all To know how to find out about these licenses (Google Image search tools) To know some examples of content you cannot reuse without permission







			LESSON 6
	Composites & Com	ponents	Components
	OBJECTIVES ial information private and is y seek consent to to respond of sure. s and the for consent.	I can describe strategies for keeping personal information private, depending on context.	To know that it is important to have support in place to ensure personal information is not given away e.g. parental controls, talking about what to share, etc. To know that private means only for one person or group and not for everyone To know what information should be kept private and what is okay to share To know to speak to a trusted adult before posting anything, especially if you are unsure whether you should post it To know that there are times when things should not be kept private e.g. if someone is unsafe
Year 4	rED WORLD eping persor xt. is never fully ision. I know how ask iff am n ask iff am n vices asking vices v	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	To know that the internet is never fully private and can be monitored by others for our safety To know that passwords should be kept private to prevent anyone accessing your information / content and that only trusted adults should be able to share these e.g. school teachers knowing school account passwords, parents knowing passwords at home to keep you safe
	N FOR A CONNECT ND SECURITY es strategies for ke, pending on contex that internet use? i. e.g. adult superv is how some online mation about me; ely and who I can hat the digital age. I has on online ser.	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.	To know that to give consent means to give permission To know that personal information can be used by others for their gain e.g. hackers, advertisers To know that we sometimes give devices permission to share personal information with others when we accept terms and conditions To know that these devices can collect our information To know to speak to a trusted adult if you're unsure about consenting to anything online
	EDUCATIO PRIVACY A To describ private, de To explain monitored To describ store infon appropriat To know w impact this	I know what the digital age of consent is and the impact this has on online services asking for consent.	To know that the digital age of consent is 13 To know that you must be at least 13 for a company to be able to ask to store your information, and if you are under this age, your parents / carers must consent for you









			LESSON 1
	Composites &	& Components	Components
	a re %	can explain what a strong password is and emonstrate how to create one.	To know that some passwords are stronger than others To know what constitutes a good password e.g. mixture of words, symbols, numbers and upper and lower case To know that some passwords can be easily guessed To know that passwords should not contain personal information so that they cannot be guessed easily To know that passwords should be changed regularly
Year 5	WNECTED WOR Ig password is ee apps or ser on (e.g. friend nessages, geol messages, geol mmissions are.	can explain how many free apps or services may ead and share private information (e.g. friends, ontacts, likes, images, videos, voice, messages, eolocation) with others.	To know that to give consent means to give permission To know that personal information can be used by others for their gain e.g. hackers, advertisers To know to speak to a trusted adult if you're unsure about consenting to anything online To know that we sometimes give devices permission to share personal information with others when we accept terms and conditions To know that these devices can collect our information To know that sometimes companies / apps can ask for permission for certain data that would enable them to profit from its use To know that a service provider may need access to certain things for the app to function properly e.g. access to the camera roll to upload photos To know that companies have a responsibility to use customers' data appropriately and they can get into trouble if they do not do so
	EDUCATION FOR A CONNI PRIVACY AND SECURITY To explain what a strong in how to create one. To explain how many free share private information images, videos, voice, menothers. To explain what app perm some examples.	can explain what app permissions are and can give ome examples.	To know that app permissions can give apps control of your devices for certain functions To know that we can give permission to apps for certain functions e.g. location, form filling personal info, contacts, camera, microphone, terms and conditions
			LESSON 2
		& Components	Components
	CTIV	can explain how identity online can be opied, modified or altered.	To know that modify means to change something, usually to improve it To know that altering is very similar to modifying, except it is usually a more permanent change, for example altering clothes, or altering the style of something To know that online identity can be copied, modified or altered for a number of reasons e.g. impersonation, bullying,
	D C co libit		parody, pranks, catfishing etc
	S WORLD OBJEC can be copied, esponsible choi , depending on	can demonstrate how to make responsible hoices about having an online identity,	To know that you can modify and / or alter you own online presence if you feel it either isn't positive enough, or you feel you are oversharing information about yourself
Year 5	VECTEE on line of dentity dentity	epending on context.	To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc.
	EDUCATION FOR A CONNECTED WORLD OBJE SELF-IMAGE AND IDENTITY To explain how identity online can be copied, modified or altered. To demonstrate how to make responsible che about having an online identity, depending or context.		I can describe ways in which people might make themselves look different online e.g. avatars, fake pictures etc. To know that an avatar is useful to show people aspects of your personality, but not give away too much information about yourself
	ION FO IO		To know that when posting online you must be aware that whatever you post could be taken and used by others To know that anything you post online can stay online and may have consequences at a later date To know that making responsible online choices will create a more positive online identity
	EDUCATION FOR A CO SELF-IMAGE AND IDE To explain how identi modified or altered. To demonstrate how about having an onlir context.		To know to consider the following when posting content online: What information am I sharing? How secure is it? Who am I sharing it with? What am I leaving for others to see / find?







		LESSON 3
	Composites & Components	Components
	I can search for information	n about an individual To know that research is the process of finding facts / information in an organised manner
	y is a foliable and summarise the	
	vhy vhy	To know that a search engine can help us find things out online e.g. Google, Kiddle
	ှင့် မြွှဲ ပြင်an describe ways that in	, I to know what a search engine is
	를 들 에 online can be used by other	1 TO KIIOW LIIAL VOU CAIT SEALCH TOL HIIOTHIALIOH ADOUL VOUISEH OHIIHE
	apont au individual and w	ny these may be incorrect. To know that you can search for information about others online
	septical. isating between adverts isating between adverts isating between adverts to online can be accepted ads. I can describe wash that in online can be upon the part of	To know how to type keywords into a search engine
	epti ting cor	To know how to navigate to and use a search engine or given websites and find information
	t ar tilad (sc. Sc. p. by . by . by	To know how to pick out key information from a text
	ibout an ir ibout an ir evidence. evidence. (e.g. by α. v.be.hazm	To know how to use functions such as home, forward, back buttons, links, tabs, and sections
	ts about an indi tt to be 'sceptic differentiating t nd evidence. fications, pop-u ed, (e.g. by com may be harmfu	To know how to accurately use key words and phrases to find correct information
	ment ortan notif ooste this	To know that a summary is a brief statement or account of the main points of something
	und. judgments judgments important thy e.g. di ability anc site notific or boostec	To know how to summarise key points found in research
	i im juo	To know that information about someone online might not always be true
	rmation found. Is to make judgments about an in why it is important to be 'scept t is trustworthy e.g. differentiating validity, reliability and evidence. as, e.g. website notifications, popsonsored or boosted, (e.g. by condexablan why this may be harm? In the property of the proper	To know that being beep took to an attribute of the state
	to me why trust trust on so on	To know that there are many things offline that are not true of have been put there to try to influence us
	and v from a local from the control of the control	
	other of the choices about what is trustwoi between adverts and search te	
ñ	les examples of when and why it is trustion in the information of sea to be the information of sea to b	
Year	marrise the used by us	
	S S S and and evidence.	To know that a belief is a firm thought that something is true
	m m b l l l l l l l l l l l l l l l l l	To know that facts, opinions and beliefs are all on the internet and it is important to know the difference between the three
	at summar can be us examples e choices e choices and the confirms and the confirmation and the confirmation are confirmed as the confirmation and the confirmation are confirmation are confirmation are confirmation and confirmation are confirmation and confirmation are confirmation and confirmation are confirmation are confirmation and confirmation are confirmation are confirmation a	To know that opinions, facts, and beliefs can be seen in many forms online e.g. webpages, blogs, videos, memes, posts, news
	CONNECTED WORLD OBJECTIVES ation about an individual online and summation about an individual online and summation about anyone online can be at information about anyone online can be at information bout anyone online can be at information by being sceptical; I can give exampontent and can explain how to make choic ordentlying when online content has been commandentlying when online content has been on identifying when online can be a content or information for differently information	stories etc.
	I can identify ways the ir	
	E a so	
	notifications, pop-ups, tag المناقطة ا	
	NORLD OBJECTIVE; An individual online are individual online are individual online are individual online are individual online. I can identify it can be seem to individual online are explain how to revie a frame with the influence routent has been communified to the individual online. I can identify ways the individual online are individual online. I can identify ways the individual online are individual online. I can identify ways the individual online. I can describe ways of identify and individual online. I can identify ways the individual online. I can identify ways the individual online. I can describe ways of identify and individual online. I can identify ways the individual online. I can identify ways the individual online. I can describe ways of identify and individual online. I can identify ways the individual online. I can describe ways of identify and i	
	The prince of th	
	NO See See See See See See See See See Se	
	DRMATTION WC Ceeds by by 'being s' pooted' (e.g. ph' comme can druding in the can druging in the can druding	
	CONNECTED ON mation about mation about meant by 'beig fieldentifying v beig le internet card one	To know some of the signs of these types of posts e.g. sponsored sign, Paid Partnership sign, etc
	I can describe how fake in the number of the	·
	IN A CON A TION formation of the content to see that in the content to see the content to	
	REPUTATION The very strain individual online and summarise the information found. The very strain formation about an individual online and summarise the information about an individual and summarise the information about an individual online can be used by others to make that information about an individual online can be used by others to make that information about anyone online can be used by others to make the information about anyone online can be used by others to make the information online can explain how to make choices about what is trustworth as the content and can explain how to make choices about what is trustworthy e.g. differentiating between advert can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted addition what is trustworthy e.g. differentiating between advert can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted addition what is trustworthy e.g. differentiating between advert. I can explain who to make choices about what is trustworthy e.g. differentiating between advert. I can explain to the content trastors, influencers). I can describe make the internet can draw us to information for different and explain what this may be harmful any the make the internet can draw us to informations and hebaviour and exclusions, pop-ups, targeted addition who is content creators, influencers). I can describe how days of identifying when online content to a content creator of the province of the content creators, and hebaviour and exclusions, pop-ups, targeted addition who is the information of the content of the conten	
	N N N N N N N N N N N N N N N N N N N	
	TO TITLE TO THE	To know that sharing hoad information can lead to a change in outers opinions and sometimes even their behaviour
	UCATION FC UCATION FC UCATION FC Search for in a search for in	
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES ONLINE REPUTATION To describe ways that information about anyone only these may be incorrect. MANAGING ONLINE INFORMATION To explain what is meant by 'being sceptical'; I can get routent and can explain how to make the content to explain what is meant by 'being sceptical'; I can get routent the search results. To explain key concepts including information, revier To identify ways the intermet can draw us to information to by vloggers, content creators, influencers). To describe ways of identifying when online content or by vloggers, content creators, influencers). To describe ways of identifying when online content or by vloggers, content creators, influencers). To describe ways of identifying when online content or by vloggers, content creators, influencers). To describe ways of identifying when online content or by vloggers, content creators, influencers. To describe ways of identifying when online content or by vloggers, content creators, influencers). To describe ways of identifying when online content or by vloggers, content creators, influencers. To describe ways of identifying when online content or by vloggers, content creators, influencers). To describe ways of identifying when online content or by vloggers, content creators, influencers. To describe ways of identifying when online content or by vloggers, content creators, influencers.	
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Ī				LESSON 4	
ı		Composites & Components		Components	İ
	Year 5	EDUCATION FOR A CONNECTED WORLD OBJECTIVES HEALTH, WELL-BEING AND LIFESTYLE To describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. To describe some strategies, tips or advice to promote health and well-being with regards to technology. To 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. To explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology.	To know that technology can be both a positive and negative distraction To know that technology can sometimes take all your concentration To know some examples of where it is easy to lose track of time when engaged with technology To know some examples of using technology positively and negatively To know that mindfulness means paying full attention to something. It means slowing down to really notice what you're doing. Being mindful is the opposite of rushing or multitasking. To know that meditation is a mental exercise that involves relaxation, focus, and awareness To know that mindfulness apps can be used to aid positive well-being To know that we can protect our health and well-being by accessing age-appropriate content, limiting screen time, speaking to trusted adults, being kind and accessing support	
l				LESSON 5	
ı		Composites & Components	ify when it is acceptable to use	Components To know that reuse of digital content is when someone takes and uses part of, or a whole piece of digital content in their own work	l
		the work of others.	ify when it is acceptable to use	To know that it is not okay to copy someone's work / content and say it is your own To know that when searching online, most of the content we find belongs to someone else To know that copying someone else's work from the internet without permission can cause problems To know what those problems might be e.g. copyright infringement, upsetting others, taking someone's hard work, etc To know whether you can use someone's content e.g. Creative Commons	
	Year 5	COPYRIGHT AND OWNERSHIP To assess and justify when it is acceptable to use the work of others. To give examples of content that is permitted to be reused and know how this content can be found online. I call be reasonables of content can be found online.	of content that is permitted to be w this content can be found	To know that there are different types of content / images available on the internet which may have different copyright licenses i.e. some are free to use; some have copyright licences available to purchase so you can use them; some are free to use for certain things like education or news reporting, but it is important to check; some you are unable to copy at all To know how to find out about these licenses (Google Image search tools) To know some examples of content you cannot reuse without permission To know that some content can be reused e.g. computer game sharing / streaming To know that, for some companies, the exposure of their games / content online is seen as a positive and as a form of advertisement To know that sometimes it is okay to share the content created by others, but you have to make sure you do your research first and follow the rules To know that often, for the purposes of education, content is permitted to be reused, but it is important to check	







			LESSON 6
	Composit	tes & Components	Components
	ers	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	To know that communicate means to exchange thoughts, ideas, or information To know that we can communicate with people online and offline
	is is not my with others org.		To know that we can communicate in a variety of different ways e.g. verbally, text, video, body language, etc
	is list		To know that there are technology specific forms of communication (e.g. emoji, memes, GIFs)
	this Iy w		To know that an emoji is a small digital image or icon used to express an idea or emotion
	hat tive bull ().		To know that a meme is an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by internet users, often with slight variations
	se tha ructiv s as bu		To know that a GIF is a computer file that is used on the internet for sending images, especially moving images
	recognise that this is not my te constructively with others nces. y others as bullying.	I can explain that there are some people I communicate with	To know that knowing someone offline is different than knowing someone online
	recc ie c	online who may want to do me or my friends harm. I can	To know why it is different e.g. not face to face, might not be sharing true identity etc
	an I orat d by ng.	recognise that this is not my /our fault.	To know that it is better to communicate with people you know in the real world when online
	rm. I can r collaborat. se differen rienced by bullying.	I can explain how someone can get help if they are having	To know that you should always gain permission from a trusted adult if you would like to communicate with someone you do not know in the real world To know that people communicating online might not be being honest and truthful e.g. they might be looking to gain access to personal information
	Is harmight colight colight colinit. Inlt. Experie experie colult. In or	problems and identify when to tell a trusted adult.	To know that people you communicating online might not be being nonless and turbules. But only might be looking to gain access to personal mornation. To know that people you communicate with online might want to harm you / others and to know that this not your fault.
	nds harm. I can re might collaborate adult. of those differenc e experienced by d adult. online bullying.	problems and racinary when to ten a tradea additi	To know that you should seek the support of trusted adults if something is making you uncomfortable online
	nd GIFs). me or my friends harm. I can ibe how they might collabora tell a trusted adult. ine. escribe some of those differe nter? might be experienced b o tell a trusted adult. : home about online bullying.	I can describe some of the ways people may be involved in	To know that the internet can be used to collaborate with others
	Fs). r my fri wy they trusted trusted a trustul a trustul cess th	online communities and describe how they might collaborate	To know that you can communicate and collaborate with others online in a variety of ways e.g. email, gaming chat, social media groups, etc To know that
	or my frier or my frier how they rate they rate of a trusted in jibe some control in a trusted me about concess ther access ther	constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	through online collaboration people can make positive contributions e.g. social media groups, fundraising, raising awareness of certain issues, etc
	and GIFs). Tribe how 1 rribe how 1 o tell a tru line. describe si anter) mig at home ak w to acces.	(e.g. gaming communities or social media groups).	
	I go to go t	I can explain how anyone can get help if they are being bullied	To know different examples of things that might make you feel sad, worried, uncomfortable, or frightened online e.g. unkind / inappropriate comments, age-
r.	emeeric to to to to to to to to to to to to to	online and identify when to tell a trusted adult.	inappropriate content To know that it is okay to change your mind about trusting someone if you feel nervous, uncomfortable or worried
Year	, mee vant i and cand i and i and i and i and i ludin iify whool s	I can identify a range of ways to report concerns and access	To know that it is oway to trainge your imitin about rousing someone in you reen nervous, uncommonate or worned. To know to deal with situations that make you feel uncomfortable online e.g., speaking to a trusted adult.
Ye	emojis, memes a o may want to do nunities and descraedia groups). Ji dentify when to ng difficulties) onli all world and can do sing (including 'baan di dentify when t thin school and at the how bullying, and how	support both in school and at home about online bullying.	To know how to ask for help
	o m nun nun nun ng c d idd d idd sing c		To know whom to speak to when you need help / support e.g. trusted adults
	n (e.g. emojis ee who may w communities communities cidal media gins and identif hysical world teasing (inc ine and ident ine both in schoneing bullying	I can demonstrate how to support others (including those	To know that, as well as speaking to trusted adults, you can get help online or on the telephone from organisations, such as Childline
		who are having difficulties) online.	To know how to offer support to others if they are having difficulties online
	nication th online online les or se problen who are king an lied onl	I can describe the helpline services which can help people	
	with with with with with with with with	experiencing bullying, and how to access them (e.g. Childline	
	FES com cate cate in those cate those cate cate in the cate cate cate cate cate cate cate cat	or The Mix). I can recognise online bullying can be different to bullying in	To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, etc.
	of counting ing sple sple and lpp	the physical world and can describe some of those	To whoe writer bunying can make someone feel e.g. scared, lonely, upset, anxious, hated
	OBJECTI forms of commun ay be inv aming co aming co they are (including event to b sives as p neerns ar neerns ar can help	differences.	To know some of the signs that someone might be being bullied e.g. become withdrawn, quiet, sad
	D O O O O O O O O O O O O O O O O O O O		To know that someone experiencing bullying is not to blame and they must not feel that way
	WORLD specific reople in sople many the life set in the life others (be different portion to port corrusers.		To know how someone can / would get help about being bullied online or offline
	wc spe spe spor spor swly		To know that you should always try your best to help someone if you feel they are being bullied To know that it is the right thing to do to report bullying to a trusted adult
	NECTED V nnology-s ways pec ways pec ibutions. e can get support c support c an get h ne persor an get h ays to rep abstrores.		To know that if you are upset or worried about something online, you should talk to a trusted adult
	NEC inoli isor way way way ibut ibut ibut ibut ibut ibut ibut ibut		To know that children do not have to fix problems on their own
	ONN IPS sech are are one to s to s t or s t or s t or s ine c		To know that online bullying is bullying that happens on digital devices
	R A CONNECTED WORLD OBJECTIVES ONSHIPS as of technology-specific forms of contrer are some people I communicate for the ways people may be involve vive contributions. (e.g. gaming comm someone can get help if they are hav someone can get help if they are hav how to support others (including the how to support others (including the now hard one perceives as playful anyone can get help if they are being age of ways to report concerns and at to block abusive users.		To know how online bullying is different to bullying in the physical world and be able to describe some of those differences
	DUCATION FOR A C NLINE RELATIONSH give examples of explain that there of explain that there of make positive co explain how somy demonstrate how or ecognise online i or recognise online i or recognise online i or ecognise online h		To know that not everyone thinks the same as them To know that people have different thoughts, feelings and beliefs and we must respect these
	EDUCATION FE EDUCATION FE ONLINE RELAT To give examp To explain tha To explain tha and make posi To explain hov To explain hov To recognise C To describe hov	by others as bullying.	To know that people have different likes and dislikes To know that people have different likes and dislikes
	EDUCATION ONLINE RELY ONLINE RELY To expain the veryal in the very all very in the very intervent in the very intervent in the very intervent in the very intervent interv	,	To know that we must be aware that content shared online might be seen in a different light by others e.g. something they find funny might not be taken in
	UC. ILIN ur firm des merch des cexp exp exp des cexp des		the same way by someone else
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES ONLINE RELATIONSHIPS To give examples of technology-specific forms of communicatic to explain that there are some people I communicate with onli four fault. To describe some of the ways people may be involved in online and make positive contributions. (e.g., gaming communities or some people in organized to explain how someone can get help if they are having problet of explain how someone can get help if they are having problet of obsorbing how someone can get help if they are baing those who are online bullying can be different to bullying in the IT or explain how what one person perceives as playful joking an To explain how anyone can get help if they are being bullied on To explain how to block abusive users. To explain how to block abusive users.		To know that playful joking and teasing might be taken as bullying by another







	I can explain how to block abusive users.	To know that blocking an individual will keep them from being able to see your posts or interact with you To know that you can block people if you are having issues with them To know that on most apps / services there will be somewhere you can click to block someone should you need to









				LESSON 1
			ites & Components	Components
		icluding degrees of anonymity. opinion or the personalities of	I can explain the ways in which anyone can develop a positive online reputation.	To know that reputation means people's opinions of you To know that once something is posted online it is difficult to remove To know that it is important to be honest both online and offline To know that people will perceive you differently depending on how you behave towards them To know how to make good choices when interacting with others both online and offline To know that to develop a positive online reputation, you need to behave positively online To know that reacting badly to mean comments or posts you disagree with can affect your online reputation To know that you develop a positive online reputation by treating people positively To know that anything done with emotion can be rash, and you must step back and take your time before making any decisions about what to post online
		ne reputation, includ popularity of an opir on and I can explain	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	To know that anonymity means "namelessness" and comes from Greek words meaning "without name" and means when a person's identity or name is unknown To know that when a person is called anonymous, nobody knows who he or she is, or the anonymous person does not want to be found out
	Year 6	reputation. rality' and onli nd ranked. iffer examples acts'; why the se even legal. and informati	I can explain how to use search technologies effectively. I can explain how search engines work and how results are selected and ranked.	To know how to navigate to and use a search engine or given websites and find information To know that you can search for information about yourself online To know that you can search for information about others online To know how to explain to others how to search online safely To know that search engines use algorithms to order the list of webpages they return To know that the webpages that are placed at the top of the list are usually the most useful to you
	Ye	NECTED WORLD OBJECTIVES thich anyone can develop a propose can use to protect their oran use to protect their negines work and how results sarch technologies effectively nline information can be opic some people may present 'c not necessarily make it true, analyse and evaluate the valid ort inappropriate content.	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 identify, flag and report inappropriate content.	To know that facts are statements that we know to be true To know that opinions are your beliefs about something and might not be true for everyone To know that a belief is a firm thought that something is true To know that facts, opinions and beliefs are all on the internet and it is important to know the difference between the three To know that opinions, facts, and beliefs can be seen in many forms online e.g. webpages, blogs, videos, memes, posts, news stories etc. To know that things you find online might not be true To know that not everyone has to agree with your opinion and vice versa To know that some people might disagree over opinions To know that just because lots of people are saying a certain thing, it doesn't necessarily mean it's true To know that fake accounts are created online for different purposes e.g. these could be phishing scams, spreading misinformation and disinformation, advertisements, accessing personal information, etc. To know that flagging is now a common mechanism for reporting offensive content to an online platform, and is used widely across most popular social media sites To know that you can flag and report inappropriate or untrustworthy content
		EDUCATION FOR A CONNECTED WORLD ONLINE REPUTATION To explain the ways in which anyone car To explain strategies anyone can use to I MANAGING ONLINE INFORMATION To explain how search engines work and To explain how to use search technologic To describe how some online informatio To describe how some online informatio To explain how and why some people m those promoting it does not necessarily. To demonstrate how to analyse and eva are important. To identify, flag and report inappropriate	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	To know that anonymity means "namelessness" and comes from Greek words meaning "without name" and is when a person's identity or name is unknown To know that when a person is called anonymous, nobody knows who he or she is, or the anonymous person does not want to be found out







			LESSON 2
	Compo	osites & Components	Components
	٤	I can explain how sharing something online may have an impact	To know that a post is a message, such as text or photos, published online by a user while referring to a message board, comment section, or social
	e ai	either positively or negatively.	network
	lav lav		To know that you can post a variety of content online
	g wh		To know that what you post online will be seen by others
	ng m		To know that people may make judgements about you by what you post online
	ay, al		To know that we must think of others before posting / saying anything online
	s regarding what is is okay, may have an can help me.		To know that once something is posted online it is difficult to remove
	r is c		To know that whatever you post / share online could be taken in a different context
	pecting boundaries e.g. screen-grabs. even if they say it e with others who	I can demonstrate how to make responsible choices about having	To know that you can modify and / or alter you own online presence if you feel it either isn't positive enough, or you feel you are oversharing
	gra gra y se	an online identity, depending on context.	information about yourself To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc.
	s bound een-gra f they sa		I can describe ways in which people might make themselves look different online e.g. avatars, fake pictures etc.
	Street if the hot		To know that an avatar is useful to show people aspects of your personality, but not give away too much information about yourself
	s sc en with		To know that when posting online you must be aware that whatever you post could be taken and used by others
	e.e. e.e.		To know that anything you post online can stay online and may have consequences at a later date
	tively. ce of resp r others. e images), to sharr		To know that making responsible online choices will create a more positive online identity
	vely of the lags to s		To know to consider the following when posting content online: What information am I sharing? How secure is it? Who am I sharing it with? What
	ativ		am I leaving for others to see / find?
	ner positively or negatively. Iuding the importance of respecting tot. ed consequences for others. e.g. scr e (e.g. embarrassing images), even if worried about this. en-grab, URL, profile) to share with contexts.	I can describe how to be kind and show respect for others online	To know that social boundaries are established social rules that are considered typical because most people in society agree that they are
	poi nce ass pr	including the importance of respecting boundaries regarding	reasonable ways to live
	uer im oou RL,	what is shared about them online and how to support them if	To know that people will have their own personal boundaries and it is important that we respect them
	eq: he eq: he lake lake lake lake lake lake lake lak	others do not.	To know that these boundaries, although they may be similar to ours, make everyone different
ar 6	positively or ning the importion to consequences s.g. embarrassi rried about thingerers. ergrab, URL, prontexts.		To know that it is important to find out whether people are okay with what you would like to post online before posting e.g. a picture of a friend or a
Year	er positivi luding th ot. ed consected consected worried a worried a en-grab,		silly video might be funny to you, but embarrassing for a friend
	the no		To know that not everyone thinks the same as them To know that people have different thoughts, feelings and beliefs and we must respect these
	npact either positively or negatively. online including the importance of respecting boundaries thers do not. unintended consequences for others. e.g. screen-grabs. f someone (e.g. embarrassing images), even if they say it is meone is worried about this. (e.g. screen-grab, URL, profile) to share with others who cifferent contexts.	I can describe how to be kind and show respect for others online	To know that people have different likes and dislikes
	nlin nin nin som	including the importance of respecting boundaries regarding	To know that we must be aware that content shared online might be seen in a different light by others e.g. something they find funny might not be
	s or s or	what is shared about them online and how to support them if	taken in the same way by someone else
	an a	others do not. (cont.)	To know that it is okay to change your mind about trusting someone if you feel nervous, uncomfortable or worried
	ve oth	I can explain that taking or sharing inappropriate images of	To know how to deal with situations that make you feel uncomfortable online e.g. speaking to a trusted adult
	CTI ha ha se in ha se	someone (e.g. embarrassing images), even if they say it is okay,	To know that children do not have to fix problems on their own
	SJE	may have an impact for the sharer and others; and who can help	To know that you must gain consent before you post something with someone else on e.g. a photo / video
	a properties on the properties on the properties on the properties on the properties of the properties	if someone is worried about this.	To know that, even if you think something is okay to post now, it might have a negative impact in the future
	ALD Allin Allin Allin Allin Allin Alwaysis Son Scon Scon Always Alwaysis Alwaysi Alwaysis Alw	I can describe how things shared privately online can have	To know that taking and sharing inappropriate images is not okay
	VOF Work the work with we the work of the water of the wa	unintended consequences for others. e.g. screen-grabs.	To know that even if you post something in a private group, it may not stay private and could have consequences e.g. screen-grabs
	mething online may have an irr d and show respect for others (and how to support them if ot tard privately online can have haring inappropriate images of others; and who can help if sor others; and who can help if sor re bullying content as evidence would report online bullying in		To know and make responsible choices with regards to sharing / posting by looking at different scenarios
	anc nd srired the bu	I can describe how to capture bullying content as evidence (e.g.	To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, etc.
	om om om skar skar det	screen-grab, URL, profile) to share with others who can help me.	To understand how bullying can make someone feel e.g. scared, lonely, upset, anxious, hated
	CONNEC HIPS ring some be kind a online ar ings shar ng or sha ng or sha ng or sha ng or sha contine I	I can explain how someone would report online bullying in different contexts.	To know some of the signs that someone might be being bullied e.g. become withdrawn, quiet, sad To know that someone experiencing bullying is not to blame and they must not feel that way
	SHII SHII CO	different contexts.	To know how someone can / would get help about being bullied online or offline
	RA Sha		To know that you should always try your best to help someone if you feel they are being bullied
	TO TICK THE TOWN TOWN TOWN TOWN TOWN TOWN TOWN TOWN		To know that it is the right thing to do to report bullying to a trusted adult
	ION FOR A CON ION FOR A CON RELATIONSHIPS in how sharing: tibe how to be k hout them onlir tibe how things: in that taking or or the sharer an BULLYING tibe how to capt in how someon		To know that if you are upset or worried about something online you should talk to a trusted adult
	TTC ab crit for the crit for th		To know and name different people who you could ask for help and support
	ICA I Sypi		To know that children do not have to fix problems on their own
	EDUCATION FOR A CONNECTED WORLD OBJECTIVES ONLINE RELATIONSHIPS To explain how sharing something online may have an impact either pos To describe how to be kind and show respect for others online including shared about them online and how to support them if others do not. To describe how things shared privately online can have unintended con To explain that taking or sharing inappropriate images of someone (e.g., impact for the sharer and others; and who can help if someone is worrie ONLINE BULLYING To describe how to capture bullying content as evidence (e.g., screen-gra To explain how someone would report online bullying in different contex		To know how to take a screen-grab / screenshot on a variety of devices
			To know how to report online bullying in different scenarios







			LESSON 3
	Composi	tes & Components	Components
9	ED WORLD uate online ce, religion, groups, and tations online. t could make comfortable, or we examples of offline. asking until I	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.	To know that a stereotype is defined as, "An assumption about what someone will do or how they will behave based on what social groups they belong to, such as race." To know that there is a lot of stereotyping with regards to gender, race, religion, disability, culture and other groups, and that it is important to challenge these To know that it is okay to disagree with stereotypes and inappropriate representations online but that this should be done respectfully To know that there are many people trying to break stereotypes
Year 6	EDUCATION FOR A CONNECTIODS SELF-IMAGE AND IDENTITY To identify and critically evalicated disability, culture and other gexplain why it is important to reject inappropriate represen To describe issues online that anyone feel sad, worried, unc frightened. I know and can gir hightened. I know and can gir how to get help, both on and To explain the importance of get the help needed.	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.	To know different examples of things that might make you feel sad, worried, uncomfortable, or frightened online e.g. unkind / inappropriate comments, age-inappropriate content To know that you can ask for help To know whom to speak to when you need help / support e.g. trusted adults To know that you must continue to ask for help until you get it To know that it is okay to change your mind about trusting someone if you feel nervous, uncomfortable or worried To know how to deal with situations that make you feel uncomfortable online e.g. speaking to a trusted adult To know that you can be hurt or upset by things said to you online To know what to do if you have been hurt or upset by something online e.g. speaking to a trusted adult To know that if we comment in a digital space, we should always try to be respectful as we would offline









			LESSON 4
	Composites & Compo	nents	Components
	iture, sleep, diet and promoting it does sing and 'ad aportant.	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.	To know what PEGI and BBFC stand for To know that these organisations and associated parental warnings exist to ensure that children to not access or see content that isn't age-appropriate To know that peer pressure means feeling like you must do something because people around you want you to or expect you to To know that people can experience pressure surrounding technology with regards to technology To know that there can be pressure from peers / others to use technology
	is. is. correct pos ties of those (e.g. adverti	I understand the concept of persuasive	To know where to go for advice should you feel pressured e.g. trusted adults To know that it is okay to ask for advice when you're feeling pressured To know that persuasive design can be defined as, "an area of design practice that focuses on influencing human behaviour through a
	rribe their pu d manage th use). gular breaks ne personalii hese online hese stra engage witt	design and how it can be used to influences peoples' choices. I can recognise features of persuasive design	product's or service's characteristics." To know that persuasive design uses the psychology of rewards and punishments to manipulate us, as humans, into not putting our technology down To know that the more we use technology, the more money the companies make
	ings) and deschen they coul when they coul shift mode, re shift mode, re no opinion or the encounter to the incounter to the incoming the in	and how they are used to keep users engaged (current and future use).	To know that this is the reason that technology is so addictive to us and why we often find it difficult to put it away To know different examples of persuasive design e.g. notifications, streaks, auto-play, endless feeds
Year 6	EDUCATION FOR A CONNECTED WORLD OBJECTIVES HEALTH, WELL-BEING AND LIFESTYLE To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. To recognise and can discuss the pressures that technology can place on someone and how, when they could manage this. To 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). MANAGING ONLINE INFORMATION To explain how search engines work and how results are selected and ranked. To explain how to use search technologies effectively. To describe how some online information can be opinion and can offer examples. To explain how and why some online information and can offer examples. To explain how and why some opeople may appresent 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. To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting and rargeting for fake news). To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting and rargeting for fake news). To define the terms 'influence' was influence' to an any even way still be inaccurate or untrue. To explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. To explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. To explain how companies and news providers target people with online news stories they are more likely to engage with and how to recogni	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).	To know that the blue light emitted from devices makes it difficult for us to switch off and go to sleep To know that developers create features to help us protect our health and well-being e.g. night-shift (night mode, dark mode), screen time calculators, time limits, age ratings, etc. To know that we can protect our health and well-being by accessing age-appropriate content, limiting screen time, speaking to trusted adults, being kind and accessing support To know that we must take regular breaks from technology To be aware of posture while using technology To know that there are alternatives to using technology e.g. playing sport, reading books
	ed content (e lology can pl hey are used mpact of tect made are selected are selected in and can plinions as 'f plinions' as 'f ersuasion' an ow it can be people with people with mation and dis itses may misinformat misinformat	I can explain how to use search technologies effectively. I can explain how search engines work and	To know how to explain to others how to search online safely To know that search engines use algorithms to order the list of webpages they return To know that the webpages that are placed at the top of the list are usually the most useful to you
	VES VES elate echn ow ti the ir. the ir. opin nt 'op nd 'pe and 'pe ir. origet origet origet origet origet origet origet	how results are selected and ranked.	
	D OBJECTIVES Under age-relat ures that tech isign and how results and how results gies effectively ion can be opi ion can be opi ion can be opi und ynesent 'c thaps even leg unlation' and 'f u. u. u. ion initian misinform initian misinform initian misinform initian sharing of	I can describe how some online information can be opinion and can offer examples.	To know that facts are statements that we know to be true To know that opinions are your beliefs about something and might not be true for everyone To know that a belief is a firm thought that something is true
	R A CONNECTED WORLD mnon systems that regula mnon systems that regula dran discuss the pressur data of persuasive designatures of persuasive designation different strategies search engines work and search engines work and w some online information and why some people mmake it frue, fair or perhamase influence; "manipul angeting for fake news). The concept of persuasive is how to analyse and eval companies and range and eval difference between onlini information that is on a it this might happen (e.g. the concept of persuasive and evaluation that is on a it this might happen (e.g. the concept of persuasive and evaluation that is on a it this might happen (e.g. the concept of persuasive and evaluation that is on a it this might happen (e.g. the concept of persuasive and evaluation that is on a it this might happen (e.g. the concept of persuasive and evaluation that is on a it is the concept of persuasive and evaluation that is on a it is the concept of persuasive and evaluation that is on a it is the concept of persuasive and evaluation that is on a it is of the concept of persuasive and evaluation that is on a it is of the concept of persuasive and evaluation that is on a it is of the concept of the con	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.	To know that facts, opinions and beliefs are all on the internet and it is important to know the difference between the three To know that opinions, facts, and beliefs can be seen in many forms online e.g. webpages, blogs, videos, memes, posts, news stories etc To know that things you find online might not be true To be able to give examples of where you may find opinions online e.g. social media To know that just because lots of people are saying a certain thing, it doesn't necessarily mean it's true To know that just because someone is popular or has a large following, it does not necessarily mean what they are saying is factual, fair or perhaps even legal
	EDUCATION FOR HEALTH, WELLE TO describe com To describe com To recognise and To recognise feat To assess and acterise). MANAGING ONL TO explain how a not necessarily in To describe how To define the ter targeting and ta targeting and ta To understand t To demonstrate To demonstrate to describe the C assess how transcribe the C assess how transcribe the C assess how transcribe the C assess how transcribed to	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).	To know that influence is the power to have an effect on people or things To know that manipulation is the act of controlling someone or something to your own advantage To know that persuasion is the act of making someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it To know that you may encounter these things online (e.g. persuasive design, advertising and 'ad targeting' and targeting for fake news)







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 explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).	To know how to analyse the validity of an online source (Knowledge CHASERS) To know that it important to form your own opinions and not just accept what you see to be true To know the difference between misinformation and disinformation To know that misinformation is false or misleading information that is unwittingly shared To know that disinformation is deliberately created and distributed with an intent to deceive or harm To know that anyone can create content online and that some of it is deliberately misleading / untrue To know that you should evaluate all sources of information and question the validity before making judgements and forming beliefs
I can describe the difference between online misinformation and dis-information.	
I can identify, flag and report inappropriate content.	To know that flagging is now a common mechanism for reporting offensive content to an online. platform, and is used widely across most popular social media sites To know that you can flag and report inappropriate or untrustworthy content





Computing





			LESSON 5 & 6
	Composite	es & Components	Components
	orowser). lescribe	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	To know what constitutes a good password e.g. mixture of words, symbols, numbers and upper and lower case To know that some passwords can be easily guessed To know that passwords should not contain personal information so that they cannot be guessed easily To know that passwords should be changed regularly
	n in the t s. ly; I can c ly; I can c ne intern	I can explain what to do if a password is shared, lost or stolen.	To know that there are secure effective ways to manage passwords e.g. saving them securely in a browser / keychain To know that you can reset your password if it is shared, lost or stolen To know how to reset your password
	or saving them in the bro 3. auto updates. y settings. rmation illegally; I can des be reused by others. ve used from the internet.	I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	To know that software and apps are continually developed by developers which means that we need to update them To know that it is important to update apps and software for functionality and security reasons To know how to update an app To know that an auto update will either update or prompt you to update your computer, software or apps without you having to search for the latest releases
	nem securely or o to date, e.g. a ovide privacy se oney or inform: r use. t which can be sources I have u	I can describe simple ways to increase privacy on apps and services that provide privacy settings.	To know that there are ways to increase privacy on many of the apps and services we use e.g. keychain for passwords, antivirus software, privacy settings (on social media etc), private browsing, passcodes, installing only trusted software, only enabling certain cookies, encrypted messaging etc
ar 6	Is (e.g. storing them sechen. Jen. Ware and apps up to date Services that provide propole to gain money or ophishing). That govern their use. ss online content which and acknowledge sources.	I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	To be able to give examples of some of these To know that scams and phishing are becoming much more common and increasingly sophisticated To know that it is important for the user to be aware of these kinds of scams and be on the lookout for them
Year	s (e.g. en. are ar are a servic hishir hishir hat g	I know that online services have terms and conditions that govern their use.	To know that online services have terms and conditions that we must agree to before use To know that online services must also abide by terms and conditions to keep users safe and secure
	IN FOR A CONNECTED WORLD OBJECTIVES ND SECURITY what to do if a password is shared, lost or sto e how and why people should keep their softh e simple ways to increase privacy on apps and e ways in which some online content targets it to help me identify such content (e.g., scams, nat online services have terms and conditions AND OWNERSHIP strate the use of search tools to find and acce an demonstrate how to make references to an	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.	To know that reuse of digital content is when someone takes and uses part of or a whole piece of digital content in their own work To know that it is not okay to copy someone's work / content and say it is your own To know that when searching online, most of the content we find belongs to someone else To know that copying someone else's work from the internet without permission can cause problems To know what those problems might be e.g. copyright infringement, upset, taking someone's hard work, etc. To know whether you can use someone's content e.g. creative commons To know that there are different types of content / images available on the internet which may have different copyright licenses i.e. some are free to use; some have copyright licences available to purchase so you can use them; some are free to use for certain things like education or news reporting, but it is important to check; some you are unable to copy at all To know how to find out about these licenses (Google Image search tools) To know some examples of content you cannot reuse without permission To know that sometimes it is okay to share the content created by others, but you must make sure you do your research first and follow the rules To know that often, for the purposes of education, content is permitted to be reused, but it is important to check To know that we must use references and quotations when using someone else's words / ideas within our own work
	EDUCATIO PRIVACY A To describ To describ To describ To describ To describ COPYRIGHT I can demon		To know the basics of how to reference correctly







	Year 3								Year 4									
Computing /ICT Skills	That's All Folks	Lindow Man	Rocky the Findosaur	Athens V Sparta	Under the Canopy	Three Giant Steps	Saxon King	Come Fly With Me	Lightening Speed	Out and About	May The Force Be With You	Law and Order	Picture our Planet	Window on the World	Viking Warrior	Cry Freedom	seasons around the world	
Digital Citizenship																		
DC5 Use ICT to exchange ideas and collaborate with others remotely																		
DC6 Use ICT safely and appreciate the need to keep electronic data secure																		
Computer Science																		
CS4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems																		
CS5 Solve problems by decomposing them into smaller parts																	[]	
CS6 Use sequence, selection, and repetition in programs																		
CS7 Work with variables and various forms of input and output																		
CS8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs																		
Data																		
D3 Identify how ICT can be used to collect and structure information so that it can be searched and analysed																		
D4 Capture, record and analyse data using sensors in order to support observations and investigations																		
Information Technology																		
T5 Identify the opportunities computer networks offer for communication and collaboration																		
IT6 Use key words to search for and select appropriate information from the internet and other digital sources																		
T7 Understand computer networks including the Internet, recognizing how they can provide multiple services, such as the world-wide web																		
Multimedia																		
Mm6 Explore alternative approaches to develop and refine work																		
Mm7 Use a variety of ICT tools to create, refine and present work in a variety of ways																		
Mm8 Use features of layout, presentation and organisation in print and on screen																		
Mm9 Use editing skills for visual effects																		







	Year 5								Year 6							
Computing /ICT Skills	Mission Control	The Rescuers	Go with the Flow	You're not Invited	Full of Beans	Been around the world	British Bulldog	Come Fly With Me	A World of Bright Ideas	True Crime?	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	I Have a Dream
Digital Citizenship																
DC9 Use ICT safely, respectfully and responsibly, managing risk and showing awareness of other users																
Computer Science																
CS4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems CS5 Solve problems by decomposing them into smaller parts																
CS6 Use sequence, selection, and repetition in programs																
CS7 Work with variables and various forms of input and output CS8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs																
Data																
D5 Use ICT to explore and develop simple models by changing variables and simple formulae																
D6 Answer questions by using ICT to identify, collect, store, analyse and present information																
D7 Represent data from analysis in appropriate ways, including the use of graphs																
Information Technology																
IT7 Understand computer networks including the Internet, recognizing how they can provide multiple services, such as the world-wide web																
IT8 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content																
Multimedia																
Mm10 Analyse, describe and discuss the effectiveness of the work with ICT																
Mm11 Use a variety of ICT tools to create, develop and refine presentations and performances, integrating effect to enhance outcomes																
Mm12 Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information																
Mm13 Organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication																
Mm14 Use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions.																







