



# COMPUTING AT HOLBROOK

## Curriculum Progression

Cycle/Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Cycle 2 (2023-2024)	Computer Systems and Networks		Creating Media		Programming A	
Pioneer: Ada Lovelace, programming and algorithms	<b>1.1 Technology around us</b> -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly	<b>2.1 Information and Technology around us</b> -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	<b>1.2 Digital Painting</b> -To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper	<b>2.2 Digital Photography</b> -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	<b>1.3 Moving a robot</b> -To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem	<b>2.3 Robot Algorithms</b> -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written
Vocabulary	computer mouse keyboard click drag type edit delete save file	information technology computer safely	line shape colour tool effect brush artist	landscape portrait retake light focus edit adjust	command instruction forward backward turn left right sequence debug	instructions algorithm sequence design test debug
Red Letter Learning	I know that technology is something that helps us and can give 3 examples in the classroom I know how to use a mouse and keyboard to click, drag, draw, type and delete things on a screen. I know that rules are an important part of using technology safely.	I know what I.T. is and can give examples from school. I know why I.T. is used in the wider world. I know why rules are an important part of using I.T. safely.	I know how to make marks on the screen using line and shape tools. I know that different paint tools create different effects on the screen. I know some of the main differences between painting on paper and on a computer.	I know the difference between landscape and portrait photographs. I know how to decide if a photo is 'good' or not and how to improve a retake. I know that photographs can be edited and can do this purposefully myself.	I know how commands can be given to give directions. I know how to include directions and turns in a sequence. I know what debugging is and why it is done.	I know how the order of instructions changes the way an algorithm works. I know how to predict the outcome of a sequence by reading instructions. I know how to follow a design, test and debug process to create an algorithm that solves a problem.
Cycle 1 (2024 – 2025)	Data and Information		Creating Media		Programming B	
	<b>1.4 Grouping Data</b> -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects	<b>2.4 Pictograms</b> -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons	<b>1.5 Digital Writing</b> -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose	<b>2.5 Digital Music</b> -To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern	<b>1.6 Programming Animation</b> -To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value	<b>2.6 Programming quizzes</b> -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design

		-To recognise that people can be described by attributes -To explain that we can present information using a computer	-To compare typing on a computer to writing on paper	-To create music for a purpose -To review and refine our computer work	-To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program	-To create a program using my own design -To decide how my project can be improved
Vocabulary	label count object properties compare record present	tally object pictogram group attribute present information	letter number space backspace capital bold italic underline font	Vocabulary: rhythm pattern notes sequence melody	sprite background block program value design test	start outcome design test debug revisit edit improve
Red Letter Learning	I know how to label and count objects and groups of objects. I know how to group objects in different ways by thinking about their properties. I know how to group objects to answer a question	I know how to record objects as tallies or objects on screen. I know what an attribute is and how to group objects using attributes. I know how to present information using a computer.	I know how to use the letter, number, space and backspace keys on a keyboard. I know how to change the look of letters on a screen using capitals, bold, italic, underline and font choices. I know some of the main differences between painting on paper and on a computer.	I know what a rhythm is and can play a simple rhythm pattern. I know how to create and edit a musical pattern on a computer. I know how to create a sequence of notes to match an image.	I know how to choose and link commands. I know how to add and control sprites and backgrounds. I know how to make a plan and build a simple program from it.	I know that a sequence must have a start and an outcome. I know that a program should begin with a design. I know how to improve a program by testing, debugging and revisiting my design.

## LKS2

Cycle/Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Cycle 2 (2023-2024)	Computing systems and networks			Creating Media		
Pioneer: Tim Berners-Lee (Inventor of World Wide Web)	<b>3.1 Connecting Computers</b> -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network	<b>4.1 The Internet</b> -To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content	<b>5.1 Systems and Searching</b> -To explain that computers can be connected together to form systems -To recognise the role of computer systems in our lives -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom	<b>3.2 Stop-frame animation</b> -To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation	<b>4.2 Audio Production</b> -To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio	<b>5.2 Video Production</b> -To explain what makes a video effective -To identify digital devices that can record video -To capture video using a range of techniques -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video
Vocabulary	digital device input output process network switch server wireless	network information devices WWW services media upload creator	system input output process communicate search engine rank order	animate animation onion- skinning frame media	input output record device sound layer edit trim background export	angle visual microphone scene create save store evaluate edit

		reliable				reshoot
Red Letter Learning	<ul style="list-style-type: none"> <li>I know that digital devices use inputs and outputs as part of a process.</li> <li>I know that digital and non-digital devices have their own strengths and weaknesses.</li> <li>I know the names and jobs of some key components in a network.</li> </ul>	<p>I know how networks of computers link together to form the internet.</p> <p>I know the types of media that can be created and stored on the WWW.</p> <p>I know that content is created by people and that it varies in reliability</p>	<p>I know the parts of common computer systems.</p> <p>I know 3 ways to use a search engine efficiently.</p> <p>I know how and why results from a search engine are ranked.</p>	<p>I know what an animation is and can create a simple example.</p> <p>I know how onion-skinning is used to make small change between frames</p> <p>I know how to combine animation with other media.</p>	<p>I know how to record and trim audio.</p> <p>I know that podcast include layers of sound.</p> <p>I know how important it is to make a plan, review my work and edit it.</p>	<p>I know how to vary angles for a purpose in a video.</p> <p>I know and purposefully use several different video techniques.</p> <p>I know how to reshoot, edit and evaluate video.</p>
Cycle 3 (2024 – 2025)	Programming A			Data and Information		
Pioneer: Grace Hopper (computer scientist who developed the first compiler for a computer programming language and coined the term "debugging.")	<p><b>3.3 Sequencing sounds</b></p> <ul style="list-style-type: none"> <li>-To explore a new programming environment</li> <li>-To identify that commands have an outcome</li> <li>-To explain that a program has a start</li> <li>-To recognise that a sequence of commands can have an order</li> <li>-To change the appearance of my project</li> <li>-To create a project from a task description</li> </ul>	<p><b>4.3 Repetition in shapes</b></p> <ul style="list-style-type: none"> <li>-To identify that accuracy in programming is important</li> <li>-To create a program in a text-based language</li> <li>-To explain what 'repeat' means</li> <li>-To modify a count-controlled loop to produce a given outcome</li> <li>-To decompose a task into small steps</li> <li>-To create a program that uses count-controlled loops to produce a given outcome</li> </ul>	<p><b>5.3 Selection in physical computing</b></p> <ul style="list-style-type: none"> <li>-To control a simple circuit connected to a computer</li> <li>-To write a program that includes count-controlled loops</li> <li>-To explain that a loop can stop when a condition is met</li> <li>-To explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>-To design a physical project that includes selection</li> <li>-To create a program that controls a physical computing project</li> </ul>	<p><b>3.4 Branching databases</b></p> <ul style="list-style-type: none"> <li>-To create questions with yes/no answers</li> <li>-To identify the attributes needed to collect data about an object</li> <li>-To create a branching database</li> <li>-To explain why it is helpful for a database to be well structured</li> <li>-To plan the structure of a branching database</li> <li>-To independently create an identification tool</li> </ul>	<p><b>4.4 Data logging</b></p> <ul style="list-style-type: none"> <li>-To explain that data gathered over time can be used to answer questions</li> <li>-To use a digital device to collect data automatically</li> <li>-To explain that a data logger collects 'data points' from sensors over time</li> <li>-To recognise how a computer can help us analyse data</li> <li>-To identify the data needed to answer questions</li> <li>-To use data from sensors to answer questions</li> </ul>	<p><b>5.4 Flat-file databases</b></p> <ul style="list-style-type: none"> <li>-To use a form to record information</li> <li>-To compare paper and computer-based databases</li> <li>-To outline how you can answer questions by grouping and then sorting data</li> <li>-To explain that tools can be used to select specific data</li> <li>-To explain that computer programs can be used to compare data visually</li> <li>-To use a real-world database to answer questions</li> </ul>
Vocabulary	object command sequence predict decide evaluate	algorithm outcome test repeat pattern count-controlled value decompose chunks debugging	infinite count-controlled output conditional if design	attributes structure question branching database grouping objects items	data question sensor information logger interval analyse conclusion	database card record data field values criteria
Red Letter Learning	<p>I know what objects and commands are and how they interact.</p> <p>I know how the objects will respond in a program will respond to a sequence of commands.</p> <p>I know how to make decisions about objects and evaluate my decisions through testing.</p>	<p>I can plan, test and debug an algorithm.</p> <p>I know how to create a count-controlled loop with an algorithm.</p> <p>I know how a procedure is created and called into an algorithm.</p>	<p>I know how to use infinite and count-controlled loops to control outputs.</p> <p>I know how a conditional-loop uses 'IF' logic.</p> <p>I know how to include loops in a clear process design.</p>	<p>I know how to use yes/no questions to separate items into groups.</p> <p>I know how to create yes/no questions that work effectively to split objects into groups.</p> <p>I know how to test, evaluate and improve a branching database.</p>	<p>I know how to gather different forms of data from different sensors.</p> <p>I know how to view, sort and explain data from a data-logger.</p> <p>I know how to draw conclusions to help me answer a question.</p>	<p>I know how to navigate a flat-field database by looking at records and fields.</p> <p>I know how to group or select data using 'AND' and 'OR'.</p> <p>I know how to choose an appropriate chart to present data to answer a question.</p>
Cycle 1 (2025 – 2026)	Creating Media			Programming B		
	<p><b>3.5 Desktop publishing</b></p> <ul style="list-style-type: none"> <li>-To recognise how text and images convey information</li> </ul>	<p><b>4.5 Photo editing</b></p> <ul style="list-style-type: none"> <li>-To explain that the composition of digital images can be changed</li> </ul>	<p><b>5.5 Introduction to Vector Graphics</b></p>	<p><b>3.6 Events and actions in programs</b></p> <ul style="list-style-type: none"> <li>-To explain how a sprite moves in an existing project</li> </ul>	<p><b>4.6 Repetition in games</b></p>	<p><b>5.6 Selection in quizzes</b></p> <ul style="list-style-type: none"> <li>-To explain how selection is used in computer programs</li> </ul>

	<ul style="list-style-type: none"> <li>-To recognise that text and layout can be edited</li> <li>-To choose appropriate page settings</li> <li>-To add content to a desktop publishing publication</li> <li>-To consider how different layouts can suit different purposes</li> <li>-To consider the benefits of desktop publishing</li> </ul>	<ul style="list-style-type: none"> <li>-To explain that colours can be changed in digital images</li> <li>-To explain how cloning can be used in photo editing</li> <li>-To explain that images can be combined</li> <li>-To combine images for a purpose</li> <li>-To evaluate how changes can improve an image</li> </ul>	<ul style="list-style-type: none"> <li>-To identify that drawing tools can be used to produce different outcomes</li> <li>-To create a vector drawing by combining shapes</li> <li>-To use tools to achieve a desired effect</li> <li>-To recognise that vector drawings consist of layers</li> <li>-To group objects to make them easier to work with</li> <li>-To apply what I have learned about vector drawings</li> </ul>	<ul style="list-style-type: none"> <li>-To create a program to move a sprite in four directions</li> <li>-To adapt a program to a new context</li> <li>-To develop my program by adding features</li> <li>-To identify and fix bugs in a program</li> <li>-To design and create a maze-based challenge</li> </ul>	<ul style="list-style-type: none"> <li>-To develop the use of count-controlled loops in a different programming environment</li> <li>-To explain that in programming there are infinite loops and count controlled loops</li> <li>-To develop a design that includes two or more loops which run at the same time</li> <li>-To modify an infinite loop in a given program</li> <li>-To design a project that includes repetition</li> <li>-To create a project that includes repetition</li> </ul>	<ul style="list-style-type: none"> <li>-To relate that a conditional statement connects a condition to an outcome</li> <li>-To explain how selection directs the flow of a program</li> <li>-To design a program which uses selection</li> <li>-To create a program which uses selection</li> <li>-To evaluate my program</li> </ul>
Vocabulary	text image information template publish/ing	composition digital image crop rotate edit colour effects cloning copy	group duplicate vector image position layer object move size rotate	sprite direction function effectiveness debug design	count-controlled infinite loop algorithm repetition sequence	selection condition program infinite loop outcome if then else algorithm
Red Letter Learning	<p>I know how text and pictures can be used to convey information clearly.</p> <p>☑ I know how to add text and images to a template.</p> <p>☑ I can describe the differences between using desktop publishing and working by hand.</p>	<p>☑ I know how and why creators crop and colour images.</p> <p>☑ I know how to clone and combine images and why this might need to be thought about carefully</p> <p>☑ I know how to combine text and images to solve a design problem.</p>	<p>I know how deliberately position and combine objects to create a vector image.</p> <p>☑ I know how to manipulate objects and layers to create detailed images.</p> <p>☑ I know how to group and duplicate objects to create a vector image.</p>	<p>I know how to program a sprite to move in different directions</p> <p>☑ I can predict the function of different commands.</p> <p>☑ I know how to debug a program to meet a design</p>	<p>I know the difference between count-controlled and infinite loops.</p> <p>☑ I know how to include two or more loops in an algorithm.</p> <p>☑ I can use loops and repetition in a game design and build.</p>	<p>I know how a conditional statement links a condition to an outcome.</p> <p>☑ I know how a program's flow can be directed using conditional statements.</p> <p>☑ I know how to identify improvements that can be made in a program.</p>

## Year 6

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Each Year	<b>Computing systems and networks</b>	<b>Creating media</b>	<b>Programming A</b>	<b>Data and information</b>	<b>Creating media</b>	<b>Programming B</b>
Pioneers: Alan Turing	<b>6.1 Communication and Collaboration</b> <ul style="list-style-type: none"> <li>-To explain the importance of internet addresses</li> <li>-To recognise how data is transferred across the internet</li> <li>-To explain how sharing information online can help people to work together</li> </ul>	<b>6.2 Webpage creation</b> <ul style="list-style-type: none"> <li>-To review an existing website and consider its structure</li> <li>-To plan the features of a web page</li> <li>-To consider the ownership and use of images (copyright)</li> <li>-To recognise the need to preview pages</li> <li>-To outline the need for a navigation path</li> </ul>	<b>6.3 Variables in games</b> <ul style="list-style-type: none"> <li>-To define a 'variable' as something that is changeable</li> <li>-To explain why a variable is used in a program</li> <li>-To choose how to improve a game by using variables</li> <li>-To design a project that builds on a given example</li> <li>-To use my design to create a project</li> </ul>	<b>6.4 Introduction to spreadsheets</b> <ul style="list-style-type: none"> <li>-To create a data set in a spreadsheet</li> <li>-To build a data set in a spreadsheet</li> <li>-To explain that formulas can be used to produce calculated data</li> <li>-To apply formulas to data</li> </ul>	<b>6.5 3D modelling</b> <ul style="list-style-type: none"> <li>-To recognise that you can work in three dimensions on a computer</li> <li>-To identify that digital 3D objects can be modified</li> <li>-To recognise that objects can be combined in a 3D model</li> <li>-To create a 3D model for a given purpose</li> <li>-To plan my own 3D model</li> </ul>	<b>6.6 Sensing movement</b> <ul style="list-style-type: none"> <li>-To create a program to run on a controllable device</li> <li>-To explain that selection can control the flow of a program</li> <li>-To update a variable with a user input</li> <li>-To use a conditional statement to compare a variable to a value</li> </ul>

	-To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication	-To recognise the implications of linking to content owned by other people	-To evaluate my project	-To create a spreadsheet to plan an event -To choose suitable ways to present data	-To create my own digital 3D model	-To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device
Vocabulary	transfer packet address data file information online share collaborate communicate private	navigation path content evaluate ownership copyright media HTML	variable role placeholder memory algorithm	chart data organised spreadsheet formula operation duplicating inputs outputs cell reference format	3D digital object view resize recolouring lift image	control selection flow conditions variable conditional statement
Red Letter Learning	I know how information is transferred across the internet ☑ I know how files and information can be shared to enable effective collaboration ☑ I know some methods for communication across the internet and how to evaluate them based on my need.	I know what elements can be combined to form a web-page. ☑ I know what a navigation path is and include one in a web-page design. ☑ I know what the concepts of copyright and ownership mean for web-page design.	I know what a variable is and why they are used in a program. ☑ I know how to edit and improve a program by changing variables. ☑ I know how to name and test variables to achieve a goal.	I know how to build a data set with formatted cells. ☑ I know how to apply a formula to a spreadsheet. ☑ I know how to use a spreadsheet to collect and process data to answer a question.	I know how to modify a 3D digital object by changing the view, resize, recolouring and lifting. ☑ I know how to create an image by combining 3D objects. ☑ I know how to follow a design, build, review and improve process for a 3D image.	I know how to control the flow of a process using IF, THEN and ELSE statements. ☑ I know how to change the order of statements to achieve different outcomes. ☑ I know more than one strategy to find and fix bugs in a program.

Disciplinary Knowledge from NC:

National Curriculum	KS1: Pupils should be taught to:	KS2: Pupils should be taught to:
	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>



# ONLINE SAFETY AT HOLBROOK

## Curriculum Progression

# Online Safety

KS1

Cycle/Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Cycle 2 (2023-2024)	<p><b>Self-image and identity</b></p> <ul style="list-style-type: none"> <li>- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> <li>- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</li> </ul>	<p><b>Self-image and identity</b></p> <ul style="list-style-type: none"> <li>- I can explain how other people may look and act differently online and offline.</li> <li>- I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>- I can give examples of when I should ask permission to do something online and explain why this is important.</li> <li>- I can use the internet with adult support to communicate with people I know (Teams call with Mrs Taylor).</li> <li>- I can explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>- I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul>	<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>- I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</li> <li>- I can explain who I should ask before sharing things about myself or others online.</li> <li>- I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</li> <li>- I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</li> </ul>	<p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>- I can identify who can help me if something happens online without my consent.</li> <li>- I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</li> <li>- I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</li> <li>- I can recognise that information can stay online and could be copied.</li> <li>- I can describe what information I should not put online without asking a trusted adult first.</li> </ul>	<p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>- I can explain how information put online about someone can last for a long time.</li> <li>- I can describe how anyone's online information could be seen by others.</li> <li>- I know who to talk to if something has been put online without consent or if it is incorrect.</li> </ul>
Cycle 1 (2024 – 2025)	<p><b>Managing online information</b></p> <ul style="list-style-type: none"> <li>- I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</li> <li>- know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</li> <li>- I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	<p><b>Managing online information</b></p> <ul style="list-style-type: none"> <li>- I can use simple keywords in search engines</li> <li>- I can demonstrate how to navigate a simple webpage to get to information I need</li> <li>- I can explain what voice activated searching is and how it might be used, and know it is not a real person</li> <li>- I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</li> <li>- I can explain why some information I find online may not be real or true.</li> </ul>	<p><b>Privacy and Security</b></p> <ul style="list-style-type: none"> <li>- I can explain how passwords are used to protect information, accounts and devices.</li> <li>- I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</li> <li>- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others</li> </ul>	<p><b>Privacy and Security</b></p> <ul style="list-style-type: none"> <li>- I can explain how passwords can be used to protect information, accounts and devices.</li> <li>- I can explain and give examples of what is meant by 'private' and 'keeping things private'.</li> <li>- I can describe and explain some rules for keeping personal information private</li> <li>- I can explain how some people may have devices in their homes connected to the internet and give examples</li> </ul>	<p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>- I can explain why work I create using technology belongs to me</li> <li>- I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</li> <li>- I understand that work created by others does not belong to me even if I save a copy</li> </ul>	<p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>- I can recognise that content on the internet may belong to other people.</li> <li>- I can describe why other people's work belongs to them</li> </ul>

Cycle/Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Cycle 2 (2023-2024)	<p><b>Self image and identity</b></p> <ul style="list-style-type: none"> <li>- I can explain what is meant by the term 'identity'.</li> <li>- I can explain how people can represent themselves in different ways online</li> <li>- I can explain ways in which someone might change their identity depending on what they are doing online and why</li> </ul>	<p><b>Self Image and Identity</b></p> <ul style="list-style-type: none"> <li>- I can explain how my online identity can be different to my offline identity.</li> <li>- I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul>	<p><b>Self image and Identity</b></p> <ul style="list-style-type: none"> <li>- I can explain how identity online can be copied, modified or altered.</li> <li>- I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>- I can describe ways people who have similar likes and interests can get together online.</li> <li>- I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li> <li>- 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.</li> <li>- I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</li> <li>- I can explain how someone's feelings can be hurt by what is said or written online.</li> <li>- 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</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>- I can describe strategies for safe and fun experiences in a range of online social environments</li> <li>- I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li> <li>- 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.</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>- I can give examples of technology-specific forms of communication</li> <li>- 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.</li> <li>- 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.</li> <li>- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li> <li>- I can demonstrate how to support others online</li> <li>-</li> </ul>
Cycle 3 (2024 – 2025)	<p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>- I can explain how to search for information about others online</li> <li>- I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful</li> </ul>	<p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>- I can describe how to find out information about others and by searching online.</li> <li>- I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul>	<p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>- I can search for information about an individual online and summarise the information found.</li> <li>- I can describe ways that information about anyone online can be used by others to make judgments about an</li> </ul>	<p><b>Managing Online Information</b></p> <ul style="list-style-type: none"> <li>- I can demonstrate how to use key phrases in search engines to gather accurate information online.</li> <li>- I can explain what autocomplete is and how to choose the best suggestion</li> </ul>	<p><b>Managing Online information</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Managing Online Information</b></p> <ul style="list-style-type: none"> <li>- I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</li> </ul>

	<p>before sharing anything personal.</p> <ul style="list-style-type: none"> <li>- I can explain who someone can ask if they are unsure about putting something online</li> </ul>		<p>individual and why these may be incorrect</p> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how the internet can be used to sell and buy things</li> <li>- 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</li> <li>- I can explain that not all opinions shared may be accepted as true or fair by others</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy</li> <li>- I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online.</li> <li>- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</li> <li>- 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.</li> <li>- I can explain what is meant by fake news</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</li> <li>- I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</li> <li>- I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> <li>- I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</li> <li>- I can describe ways of identifying when online content has been commercially sponsored or boosted</li> <li>- I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</li> <li>- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</li> <li>- I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</li> </ul>
Cycle 1 (2025 – 2026)	<p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>- I can describe simple strategies for creating and keeping passwords private</li> <li>- 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</li> </ul>	<p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>- I can describe strategies for keeping personal information private, depending on context.</li> <li>- I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</li> <li>- I can describe how some online services may seek</li> </ul>	<p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>- I can explain what a strong password is and demonstrate how to create one.</li> <li>- I can explain how many free apps or services may read and share private information with others.</li> <li>- I can explain what app permissions are and can give some examples.</li> </ul>	<p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- I can give some simple examples of content which I</li> </ul>	<p><b>Copyright and Ownership</b></p> <ul style="list-style-type: none"> <li>- I can assess and justify when it is acceptable to use the work of others</li> <li>- I can give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul>

	they should tell a trusted adult. - I can describe how connected devices can collect and share anyone's information with others.	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.	-		must not use without permission from the owner, e.g. videos, music, images. -	
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Year 6

Cycle/Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Each Year	<p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>- I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</li> <li>- I can explain what to do if a password is shared, lost or stolen.</li> <li>- I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</li> <li>- I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> <li>- 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).</li> <li>- I know that online services have terms and conditions that govern their use.</li> </ul>	<p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>- I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>- I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> </ul>	<p><b>Self-image and identity</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- I can explain the importance of asking until I get the help needed.</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>- I can explain how sharing something online may have an impact either positively or negatively</li> <li>- 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.</li> <li>- I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</li> <li>- 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</li> </ul>	<p><b>Online reputation</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Managing online information</b></p> <ul style="list-style-type: none"> <li>- I can explain how search engines work and how results are selected and ranked.</li> <li>- I can explain how to use search technologies effectively.</li> <li>- I can describe how some online information can be opinion and can offer examples.</li> <li>- 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.</li> <li>- 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).</li> <li>- I understand the concept of persuasive design and how it can be used to influence peoples' choices.</li> <li>- I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</li> </ul>

						<ul style="list-style-type: none"><li>- 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.</li><li>- I can describe the difference between online misinformation and disinformation</li><li>- 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).</li><li>- I can identify, flag and report inappropriate content.</li></ul>
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