

## The Priory Catholic Voluntary Academy

### Computing Progression Ladders – Knowledge, Skills and Understanding

<u>Teach Computing Taxonomy</u>		
Abbreviation	Strand	Description
NW	Networks	Understand how networks can be used to retrieve and share information, and how they come with associated risks
CM	Creating Media	Select and create a range of media including text, images, sounds, and video
DI	Data & Information	Understand how data is stored, organised, and used to represent real-world artefacts and scenarios
DD	Design & Development	Understand the activities involved in planning, creating, and evaluating computing artefacts
CS	Computing Systems	Understand what a computer is, and how its constituent parts function together as a whole
IT	Impact of Technology	Understand how individuals, systems, and society as a whole interact with computer systems
AL	Algorithms	Be able to comprehend, design, create, and evaluate algorithms
PG	Programming	Create software to allow computers to solve problems

ET	Effective Use of tools	Use software tools to support computing work
SS	Safety & Security	Understand risks when using technology, and how to protect individuals and systems

Knowledge and skills progression ladders							
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Computing systems and networks</b>		<u>Technology around us (1.1a)</u>	<u>IT around us (2.1a)</u>	<u>Connecting computers (3.1a)</u>	<u>The Internet (4.1a)</u>	<u>Sharing Information (5.1a)</u>	<u>Communication (6.1a)</u>
		I can identify technology	I can recognise the uses and features of information technology	I can explain how digital devices function	I can describe how networks physically connect to other networks	I can explain that computers can be connected together to form systems	I can identify how to use a search engine
		I can identify a computer and its main parts	I can identify information technology in the home	I can identify input and output devices	I can recognise how networked devices make up the internet	I can recognise the role of computer systems in our lives	I can describe how search engines select results
		I can use a mouse in different ways		I can recognise how digital devices can	I can outline how websites can be		I can explain how search results are ranked

		<p>I can use a keyboard to type</p> <p>I can use the keyboard to edit text</p> <p>I can create rules for using technology responsibly</p>	<p>I can identify information technology beyond school</p> <p>I can explain how information technology benefits us</p> <p>I can show how to use information technology safely</p> <p>I can recognise that choices are made when using information technology</p>	<p>change the way we work</p> <p>I can explain how a computer network can be used to share information</p> <p>I can explore how digital devices can be connected</p> <p>I can recognise the physical components of a network</p>	<p>shared via the World Wide Web</p> <p>I can describe how content can be added and accessed on the World Wide Web</p> <p>I can recognise how the content of the WWW is created by people</p> <p>I can evaluate the consequences of unreliable content</p>	<p>I can recognise how information is transferred over the internet</p> <p>I can explain how sharing information online lets people in different places work together</p> <p>I can contribute to a shared project online</p> <p>I can evaluate different ways of working together online</p>	<p>I can recognise why the order of results is important, and to whom</p> <p>I can recognise how we communicate using technology</p> <p>I can evaluate different methods of online communication</p>
<p><b>Creating Media X2 units</b></p>		<p><u>Digital Painting (1.1b)</u></p> <p>I can explain why I chose the tools I used</p> <p>I can use a computer on my</p>	<p><u>Digital Photography (2.1b)</u></p> <p>I can know what devices can be used to take photographs</p>	<p><u>Stop Frame Animation (3.1b)</u></p> <p>I can explain that animation is a sequence of drawings or photographs</p> <p>I can relate animated</p>	<p><u>Audio Editing (4.1b)</u></p> <p>I can identify that sound can be digitally recorded</p> <p>I can use a digital device to record sound</p>	<p><u>Video Editing (5.1b)</u></p> <p>I can recognise video as moving pictures, which can include audio</p>	<p><u>Web page creation (6.1b)</u></p> <p>I can review an existing website and consider its structure</p>

		<p>own to paint a picture</p> <p>I can compare painting a picture on a computer and on paper</p> <p><u>Digital writing (1.3a)</u></p> <p>To use a computer to write</p> <p>I can add and remove text on a computer</p> <p>I can identify that the look of text can be changed on a computer</p> <p>I can make careful choices when changing text</p>	<p>To use a digital device to take a photograph</p> <p>I can describe what makes a good photograph</p> <p>I can decide how photographs can be improved</p> <p>To use tools to change an image</p> <p>I can recognise that images can be changed</p> <p><u>Making music (2.3a)</u></p> <p>I can say how music can make us feel</p> <p>I can identify that there are patterns in music</p>	<p>movement with a sequence of images</p> <p>I can plan an animation</p> <p>I can identify the need to work consistently and carefully</p> <p>I can review and improve an animation</p> <p>I can evaluate the impact of adding other media to an animation</p> <p><u>Desktop publishing (3.3a)</u></p> <p>I can recognise how text and images convey information</p>	<p>I can explain that a digital recording is stored as a file</p> <p>I can explain that audio can be changed through editing</p> <p>I can show that different types of audio can be combined and played together</p> <p>I can evaluate editing choices made</p> <p><u>Photo editing (4.3a)</u></p> <p>I can explain that digital images can be changed</p> <p>I can change the composition of an image</p>	<p>I can identify digital devices that can record video</p> <p>I can capture video using a digital device</p> <p>I can recognise the features of an effective video</p> <p>I can identify that video can be improved through reshooting and editing</p> <p>I can consider the impact of the choices made when making and sharing a video</p> <p><u>Vector drawing (5.3a)</u></p> <p>I can identify that drawing tools can be used to</p>	<p>I can plan the features of a web page</p> <p>I can consider the ownership and use of images (copyright)</p> <p>I can recognise the need to preview pages</p> <p>I can outline the need for a navigation path</p> <p>I can recognise the implications of linking to content owned by other people</p> <p><u>3D modelling (6.3a)</u></p> <p>I can use a computer to create and manipulate three-</p>
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		<p>I can explain why I used the tools that I chose</p> <p>I can compare writing on a computer with writing on paper</p>	<p>I can describe how music can be used in different ways</p> <p>I can show how music is made from a series of notes</p> <p>I can create music for a purpose</p> <p>I can review and refine our computer work</p>	<p>I can recognise that text and layout can be edited</p> <p>I can choose appropriate page settings</p> <p>I can add content to a desktop publishing publication</p> <p>I can consider how different layouts can suit different purposes</p> <p>I can consider the benefits of desktop publishing</p>	<p>I can describe how images can be changed for different uses</p> <p>I can make good choices when selecting different tools</p> <p>I can recognise that not all images are real</p> <p>I can evaluate how changes can improve an image</p>	<p>produce different outcomes</p> <p>I can create a vector drawing by combining shapes</p> <p>I can use tools to achieve a desired effect</p> <p>I can recognise that vector drawings consist of layers</p> <p>I can group objects to make them easier to work with</p> <p>I can evaluate my vector drawing</p>	<p>dimensional (3D) digital objects</p> <p>I can compare working digitally with 2D and 3D graphics</p> <p>I can construct a digital 3D model of a physical object</p> <p>I can identify that physical objects can be broken down into a collection of 3D shapes</p> <p>I can design a digital model by combining 3D objects</p> <p>I can develop and improve a digital 3D model</p>
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Data and information		<u>Grouping data (1.2b)</u>	<u>Pictograms (2.2b)</u>	<u>Branching databases (3.2b)</u>	<u>Data logging (4.2b)</u>	<u>Flat-file databases (5.2b)</u>	<u>Introduction to spreadsheets (6.2b)</u>
		I can label objects To identify that objects can be counted	I can recognise that we can count and compare objects using tally charts	I can create questions with yes/no answers	I can explain that data gathered over time can be used to answer questions	I can use a form to record information	I can identify questions which can be answered using data
		I can describe objects in different ways	I can recognise that objects can be represented as pictures	I can identify the object attributes needed to collect relevant data	I can use a digital device to collect data automatically	I can compare paper and computer-based databases	I can explain that objects can be described using data
		I can count objects with the same properties	I can create a pictogram	I can create a branching database To identify objects using a branching database	I can explain that a data logger collects 'data points' from sensors over time	I can outline how grouping and then sorting data allows us to answer questions	I can explain that formula can be used to produce calculated data
		I can compare groups of objects	I can select objects by attribute and make comparisons			I can explain that tools can be used to select specific data	
		I can answer questions about groups of objects	I can recognise that people can be described by attributes	I can explain why it is helpful for a database to be well structured	I can use data collected over a long duration to find information		I can apply formulas to data, including duplicating
			I can explain that we can present information using a computer	I can compare the information shown in a pictogram with a branching database	I can identify the data needed to answer questions	I can explain that computer programs can be used to compare data visually	I can create a spreadsheet to plan an event

					I can use collected data to answer questions	I can apply my knowledge of a database to ask and answer real-world questions	I can choose suitable ways to present data
<b>Programming X2 units</b>		<u>Moving a robot (1.2a)</u>  I can explain what a given command will do  I can act out a given word  I can combine forwards and backwards commands to make a sequence  I can combine four direction commands to make sequences	<u>Robot Algorithms (2.2a)</u>  I can describe a series of instructions as a sequence  I can explain what happens when we change the order of instructions  I can use logical reasoning to predict the outcome of a program (series of commands)  I can explain that programming	<u>Sequence in music (3.2a)</u>  I can explore a new programming environment  I can identify that each sprite is controlled by the commands I choose  I can explain that a program has a start  I can recognise that a sequence of commands can have an order	<u>Repetition in shapes (4.2a)</u>  I can identify that accuracy in programming is important  I can create a program in a text-based language  I can explain what 'repeat' means  I can modify a count-controlled loop to produce a given outcome  I can decompose a program into parts	<u>Selection in physical computing (5.2a)</u>  I can control a simple circuit connected to a computer  I can write a program that includes count-controlled loops  I can explain that a loop can stop when a condition is met, eg number of times  I can conclude that a loop can be	<u>Variables in games (6.2a)</u>  I can define a 'variable' as something that is changeable  I can explain why a variable is used in a program  I can choose how to improve a game by using variables  I can design a project that builds on a given example

		<p>I can plan a simple program</p> <p>I can find more than one solution to a problem</p> <p><u>Introduction/Programming animations (1.3b)</u></p> <p>I can choose a command for a given purpose</p> <p>I can show that a series of commands can be joined together</p> <p>I can identify the effect of changing a value</p> <p>I can explain that each sprite has its own instructions</p> <p>I can design the parts of a project</p>	<p>projects can have code and artwork</p> <p>I can design an algorithm</p> <p>I can create and debug a program that I have written</p> <p><u>An introduction to quizzes (2.3b)</u></p> <p>I can explain that a sequence of commands has a start</p> <p>I can explain that a sequence of commands has an outcome</p> <p>I can create a program using a given design</p> <p>To change a given design</p>	<p>I can change the appearance of my project</p> <p>I can create a project from a task description</p> <p><u>Events and Actions (3.3b)</u></p> <p>I can explain how a sprite moves in an existing project</p> <p>I can create a program to move a sprite in four directions</p> <p>I can adapt a program to a new context</p> <p>I can develop my program by adding features</p>	<p>I can create a program that uses count-controlled loops to produce a given outcome</p> <p><u>Repetition in games (4.3b)</u></p> <p>I can develop the use of count-controlled loops in a different programming environment</p> <p>I can explain that in programming there are infinite loops and count controlled loops</p> <p>I can develop a design which includes two or more loops which run at the same time</p>	<p>used to repeatedly check whether a condition has been met</p> <p>I can design a physical project that includes selection</p> <p>I can create a controllable system that includes selection</p> <p><u>Selection in quizzes (5.3b)</u></p> <p>I can explain how selection is used in computer programs</p> <p>I can relate that a conditional statement connects a condition to an outcome</p>	<p>I can use my design to create a project</p> <p>I can evaluate my project</p> <p><u>Sensing (6.3b)</u></p> <p>I can create a program to run on a controllable device</p> <p>I can explain that selection can control the flow of a program</p> <p>I can update a variable with a user input</p> <p>I can use an conditional statement to compare a variable to a value</p>
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		I can use my algorithm to create a program	<p>I can create a program using my own design</p> <p>I can decide how my project can be improved</p>	<p>I can identify and fix bugs in a program</p> <p>I can design and create a maze-based challenge</p>	<p>I can modify an infinite loop in a given program</p> <p>I can design a project that includes repetition</p> <p>I can create a project that includes repetition</p>	<p>I can explain how selection directs the flow of a program</p> <p>I can design a program which uses selection</p> <p>To create a program which uses selection</p> <p>To evaluate my program</p>	<p>I can design a project that uses inputs and outputs on a controllable device</p> <p>I can develop a program to use inputs and outputs on a controllable device</p>
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**Education for a connected world – project evolve – esafety**

	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Self-image and identity</b>	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	<p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>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.</p>	<p>I can explain how other people may look and act differently online and offline.</p> <p>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.</p>	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>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.</p>	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>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.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how</p>

							<p>to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>
<p><b>Online relationships</b></p>	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p>	<p>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. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>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</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to</p>	<p>I can demonstrate how to make responsible choices about having an online identity, depending on context</p> <p>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.</p> <p>I can describe some of the ways people may be</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>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.</p> <p>I can describe how things shared</p>

		<p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>deny my permission online and can identify who can help me if I am not sure.</p> <p>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.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or</p>	<p>careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of</p>	<p>one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>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).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p>	<p>privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>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.</p>
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			<p>ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>sharing online is the same as sharing offline e.g. sharing images and videos.</p>			
<b>Online reputation</b>	<p>I can identify ways that I can put information on the internet.</p>	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure</p>	<p>I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can search for information about an individual online and summarise the information found.</p> <p>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.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>

				about putting something online.			
<b>Online bullying</b>	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	I can describe how to behave online in ways that do not upset others and can give examples.	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>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).</p>	<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>

						<p>report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	
<b>Managing online information</b>	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access</p>	<p>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p>	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home,</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to</p>	<p>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</p>	<p>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</p>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p>

	information on the internet.	<p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>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.</p> <p>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</p>	<p>and that my decisions are respected by others.</p> <p>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).</p> <p>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.</p>	<p>can limit the information I am presented with.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p>	<p>I can explain how to use search technologies effectively.</p> <p>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.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad</p>
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				<p>videos, memes, posts, news stories etc.</p> <p>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.</p>	<p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>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.</p> <p>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.</p>	<p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting</p>	<p>targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influences peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>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.</p>
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						<p>'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>	<p>I can describe the difference between online misinformation and dis-information.</p> <p>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).</p> <p>I can identify, flag and report inappropriate content.</p>
<b>Health, well-being and lifestyle</b>	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can explain simple guidance for using technology in different environments and	I can explain why spending too much time using technology can sometimes have a negative impact	I can explain how using technology can be a distraction from other things, in	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings)

	I can give some simple examples of these rules.		<p>settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p>	<p>both a positive and negative way.</p> <p>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.</p>	<p>apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app</p>	<p>and describe their purpose.</p> <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>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).</p>
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						purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	
<b>Privacy and security</b>	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>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.</p> <p>I can describe how connected devices can collect and</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p>

		before sharing any personal information online, belonging to myself or others.	I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	share anyone's information with others.	<p>who I can ask if I am not sure.</p> <p>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.</p>		<p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>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).</p> <p>I know that online services have terms and conditions that govern their use.</p>
<b>Copyright and ownership</b>	I know that work I create belongs to me.	I can explain why work I create using technology belongs to me.	I can describe and explain some rules for keeping personal information private	I can explain why copying someone else's work from the internet without permission	When searching on the internet for content to use, I can explain why I need to consider	I can assess and justify when it is acceptable to use the work of others.	I can demonstrate the use of search tools to find and access online content which can

	<p>I can name my work so that others know it belongs to me.</p>	<p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>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).</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p>	<p>(e.g. creating and protecting passwords).</p> <p>I can describe why other people's work belongs to them.</p>	<p>isn't fair and can explain what problems this might cause.</p>	<p>who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
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