Stanton Harcourt
CE Primary School

Computing
Curriculum Handbook

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Curriculum Statement

Intent

Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. At Stanton Harcourt CE Primary School, we aim for our Computing Curriculum to equip our pupils with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school. We aim to encourage children to use a range of information technology to express themselves and develop their ideas. The three main strands of computing include; computing science (coding), information technology (using software) and digital literacy (online safety).

Our computing curriculum will enable pupils:

• To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

• To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. • To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

• To be responsible, competent, confident and creative users of information and communication technology.

• To be aware of how to keep safe online and what to do if a problem arises that raises their concerns

Implementation

Computing is usually taught weekly across the school but, with an ever changing timetable and extra curricular experiences, computing can sometimes be taught as a block in the term. This may also depend on the topics being taught as some cohorts benefit from a continuous topic to fully complete the topic. The implementation of computing comes from teacher-led lessons using chrome books and the Google suite including Google Classroom. This is where children can find their assignments and turn In the work they have produced on the different software. The use of computers is a versatile subject crossing many different curriculum subjects and areas. It can be used with Science looking at the STEM curriculum, including artificial intelligence with local connections to Science Oxford.

A key part of implementing our computing curriculum was to ensure that safety of our pupils is paramount. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children have a right to enjoy childhood online, to access safe online spaces and to benefit from all the opportunities that a connected world can bring them, appropriate to their age and stage. Children build online resilience through the use of the 'Project Evolve – Education for a Connected World' framework. The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond. This approach links well with our whole school vision of: LIving, Learning and Growing Together.

Impact

In our computing curriculum, children are exposed to a range of software and experiences which can help them discover their passion for the subject and any job prospects in their future. There are many jobs related to computers, whether that involves information technology, digital art, computer science or engineering, computers are involved with so much of our future life that developing the children's skills now is paramount for their future life. The impact is also seen in how children showcase their work and create things to be proud of. Whilst making the art project, a gallery is created for parents to view and broadcast children's work and the possibilities that come with simple art software. There are regular discussions with pupils and teachers during their lessons on how to keep safe and how their computing lessons are impacting their learning. We also conduct pupil voice questionnaires for children to provide us feedback on how they feel the curriculum is impacting them and what could be adapted to make it better, again enabling strong links with the school vision to be made.

Recording

Children have a Google Classroom account for their class computing lesson, in addition to their homework account, so pupils are familiar with Google Classroom to access assignments and 'Turn In' their work. This does need teaching to EYFS and KS1 to keep with the progress through other year groups to ensure they are confident turning in for their next 2 year groups. Work is 'Turned In' in the form of screenshots, shareable links, Google software, pictures, etc

Assessment

Teachers assess the pupils attainment through referencing the curriculum statements and if the child has met that objective. We also have KCVs (Knowledge, Concept and Vocabulary maps) for each term's topic and for each year group. This has the statements that children should meet and questions relating to the topics to ensure these are being taught and understood.

Inclusion

SEN children are supported in computing through adult intervention and scaffolding of the learning intentions. This is through knowing the children in their class and what is most important in the computing lesson for instance, do they need to practise logging in or is this a less important step that will prevent further learning. Computers can be a brilliant resource for SEND children to access learning in different ways and remove barriers for others. This may include text to type functions on Google Docs to help with their English work or software such as Widget to help create imagery to support children in their learning.

Cultural Capital

Children's cultural capital is being promoted in their computing lessons through experiences, software and hardware that children may not have been exposed to before. They use a range of technology for things across the school such as taking pictures, recording, observing and programming for a range of subjects. Children use computer technology for producing pieces of work around other curriculum areas such as producing bar charts, line graphs and a range of mathematical concepts. Children use technology for a range of writing opportunities including leaflets, setting descriptions and pieces of scientific writing. We are keen to involve parents and carers in the computing curriculum, for example, online safety information meetings, using Google Classroom at home to complete homework.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	Privacy and security and self image and identity	Online bullying	Online reputation	Health, wellbeing and lifestyle	Online relationships	Copyright, ownership & managing online information.
	Technology around us	Creating media – writing	Beebots Online version	Grouping Data	J2 code	Consolidation
Year 1/2 B	Privacy and security and self image and identity	Online bullying	Online reputation	Health, wellbeing and lifestyle	Online relationships	Copyright, ownership & managing online information.
	IT around us	Music Maker Teach computing	Turtle Logo	Pictograms J2Data	Turtle Logo	Consolidation
Year 3/4 A	Privacy and security and self image and identity	Online bullying	Online reputation	Health, wellbeing and lifestyle	Online relationships	Copyright, ownership & managing online information.
	Connecting computer	Creating Media - Digital Art	Scratch - tutorials	Branching Databases	Scratch – tutorials	Consolidation
Year 3/4 B	Privacy and security and self image and identity	Online bullying	Online reputation	Health, wellbeing and lifestyle	Online relationships	Copyright, ownership & managing online information.
	The internet	Creating Media - Digital Art	Scratch - tutorials	Flat-file Databases	Scratch – module 1	Consolidation

Year 5/6 A	Privacy and security and self image and identity	Online bullying	Online reputation	Health, wellbeing and lifestyle	Online relationships	Copyright, ownership & managing online information.
	Sharing Information	Video Editing	Turtle Logo	Spreadsheets	Turtle Logo	Consolidation
Year 5/6 B	Privacy and security and self image and identity	Online bullying	Online reputation	Health, wellbeing and lifestyle	Online relationships	Copyright, ownership & managing online information.
	Communication	Zoo Model - Google Sheets	Python turtle	Web Page Creation	Computational thinking	Consolidation

Digital Literacy	Information Technology	Computer Science
Online Safety	Creating media	Computing systems and networks
Using computers in various ways	Saving	Computational Thinking
Computer systems and how they work	Organising folders	Programming/Coding; algorithms, create and debug, prediction, sequences, selection, repetition, variables, input and output
Ways to report concerns	Manipulate and retrieve content	
Acceptable behaviours	Spreadsheets	
	Collecting and presenting data and information	
	Search engines	

Curriculum Knowledge and Skills Progression - Computing

Digital Literacy			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
To show how to use technology safely.	• Explain that technology is something that can help us. • To identify examples of technology. • To recognise that a computer is an example of technology. • To recognise that some technology can be used in different ways. • To identify the main parts of a computer. • To recognise different types of computers used in school. • To describe some uses of computers. • To identify information technology in and beyond school. • To talk about uses of information technology. • To explain how information technology benefits us. • To say how rules for using information technology can help us.	• To explain how computer systems can change the way that we work. • To recognise that a digital device is made up of several parts. • To describe what an input and output is. • To explain that a computer system accepts an input and processes it to produce an output. • To identify how changing the process can affect the output. • To recognise that computers can be connected to each other. • To identify how devices in a network are connected with one another. • To explain the role of a switch, server and wireless access point in a network. • To identify the benefits of computer networks and those	• To recognise that computers can be part of a system in an electronic device. • To see that computers communicate with other devices. • To recognise input, process and output in larger computer systems. • To recognise how information is transferred across the internet. • To recognise that data is transferred using agreed protocols (methods). • To explain that data is transferred in packets. • To recognise the role of computer systems in our lives. • To explain that the internet allows different media to be shared. • To recognise that internet collaborations can be public or private.

	• To recognise that choices are made when using information technology. • To show how to use information technology safely.	around me. • To describe how networks connect to other networks. • To outline how information can be shared via the World Wide Web. • To recognise that the World Wide Web is part of the internet. • To explain that the global interconnection of networks is the internet. • To recognise the need for security on the internet. • To describe the types of content/media that can be added, created and shared on the World Wide Web. • To explain how the content of the World Wide Web is created, owned and shared by people.	• To demonstrate that different search terms produce different results. • To define the purpose of an index and why search engines create them. • To explain how search results are selected. • To explain the role of web crawlers. • To explain how ranking is determined by rules and that different search engines use different rules. • To explain how search engines make money by selling advertising space and this can be seen in search results. • To evaluate different methods of online communication and how to do this safely.

Programming			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Children talk about the patterns they can see in a	• To enact a given word. • To predict the outcome of a command on a device.	• To use block coding in Scratch. • To use a motion block to make a sprite move.	• To use Turtle Logo. • To move forward, left, right and backwards using shorthand

sequence and continue a given pattern. They spot mistakes in patterns and fix them. Children look at the images of the soup-making process and put them into order. They have created an algorithm – a set of very simple instructions to make pumpkin soup. The algorithm is broken down (decomposed) into steps which are in a particular sequence. They predict what comes next in the pattern, and complete and check. They may look at patterns with varying rules, e.g. AB, ABB	• To list which commands can be used on a given device and what they do. • To match a command to an outcome. • To run a command on a floor robot. • To understand that a program is a set of commands that a computer can run. • To choose a series of words that can be enacted as a program. • To choose a series of commands that can be run as a program. • To build a sequence of commands in steps. • To combine commands in a program. • To run a program on a device. • To know that an algorithm is a set of instructions and create their own. • To debug simple algorithms. • To use block coding. • To give and follow an algorithm to turn left or right. • To give clear, accurate instructions in an order. • To write and check an algorithm. • To move forward a number of steps. • To give and follow an algorithm to make half and quarter turns. • To give and follow an algorithm using the commands right 90 and left 90.	• To use a look block to make the sprite say something. • To debug by re-ordering, deleting or adding blocks. • To use event blocks to say how they want to start the code. • To change the backdrop. • To know how to search and add more sprites. • To know that sprites can have more than one look and to change this using the costume tool. • To change the size of the sprite to make it look realistic or add perspective. • To change the size to add effects. • To control the sprite with arrow keys. • To understand that the sprite's location is based on the x and y axis. • To know that the x axis moves horizontally, and the y axis moves vertically. • To use the duplicate function to copy the same code. • To create animation using Scratch. • To add effects to interest the audience. • To create an animation and confidently use block coding to make the desired effects. • To create a realistic story as the sprites interact with each other.	commands. • To control the turtle and pen by using pen up and down commands. • To set coordinates on the turtle using the x and y axis headings. • To use labels to write a string of text and adjust the font size. • To use square brackets [] to create a loop so I can repeat the code to make my code simplified. • To use nested loops to insert loops inside of a mother loop. • To create polygons by editing the number of edges and angle of degrees. • To change the pen width. • To change the colour of the pen. • To experiment with the random function so turtle will produce a random number for me. • To create variables that Turtle will remember. • To use sum and difference to add and subtract using Turtle commands. • To use abstraction to name and label what is important and ignoring what is not important. • To use decomposition to break down into smaller parts by using repeat. • To debug by re-ordering, deleting or adding code. • To use Python Turtle.

and ABBC.	• To give, follow and complete an algorithm. • To use the command abbreviations fd, rt, lt from Turtle Logo. • To recognise language in an algorithm. • To create, test and debug an algorithm. • To use logical reasoning to predict the behaviour of simple programs. • To develop problem solving strategies, navigations, and co-ordination skills with programmable online programs.	• To create a clicker game. • To make a variable. • To understand that a variable is used to store information that can change later depending on the code. • To use a variable to calculate a score. • To test their peers code to evaluate if it's met the desired effect or recommend debugging. • To add the sensing blocks to their code to affect when sprites touch. • To use if – then control block to determine what will happen when something is sensed. • To create their own sprites and sounds. • To edit existing sprites using costumes. • To use a repeat block confidently and explain what it means. • To use a join operator with a variable. • To create a Chat Bot which answers personally and makes decisions based on the answer. • To use abstraction to ignore what is not important. • To use decomposition to break down into smaller parts by using repeat. • To debug by re-ordering, deleting or adding code.	• To know the meaning and benefits of programming. • To understand the working of a computer device. • To write a basic programme. • To use abstraction to name and label what is important and ignoring what is not important. • To use decomposition to break down into smaller parts by using repeat. • To understand that a program is organised into two sections: Subroutine and Main Program. • To understand the purpose of a subroutine. • To understand that the Main Program calls a subroutine. • To create advanced shapes. • To use logical reasoning to anticipate what the code will create. • To use the Turtle on/off screen. • To position the screen.

Information Technology

EYFS	Year 1/2	Year 3/4	Year 5/6
Collect and talk about the different autumn leaves they find, and think about how to place them to create a challenging maze. Children will be encouraged to talk about the position of objects in the maze and develop their speaking and explanation skills needed for the task. Look at books and listen to songs about how their local area changes in autumn.	• To use a mouse in different ways. • To open a word processor. • To recognise, identify and find keys on a keyboard. • To use letters, numbers and space key to enter text into a computer. • To remove text using the backspace key. • To know that the look of text can be changed on a computer. • To identify the toolbar and the functions it has. • To modify text by using capital letters, bold, italic and underline. • To select all the text by clicking and dragging to change the font. • To evaluate and explain my choices for changing the text. • To use 'undo' to remove changes. • To compare typing on a computer to writing on paper and discuss some positives and negatives of both. • To open and save work using	• To explain how information technology benefits us. • To identify that computers can be used to play sounds of different instruments. • To identify that the same pattern can be represented in different ways. • To experiment with musical patterns on a computer. • To experiment with different sounds on a computer. • To compare playing music on instruments with making music on a computer. • To use a computer to create a musical pattern. • To use a computer to compose a rhythm and a melody on a given theme. • To use a computer to play the same music in different ways (e.g. tempo). • To evaluate a musical composition created on a computer. • To improve a musical composition created on a computer. • To save and evidence work on	• To recognise that connections between computers allow us to access shared stored files and therefore work together. • To evaluate different ways of working together. • To create video on a computer and explain the features of video as a visual media format. • To recognise which devices can and can't record video. • To use different camera angles. • To use plan, tilt and zoom. • To explain the purpose of a story board. • To recognise that filming techniques can be used to create different effects. • To combine filming techniques for a given purpose. • To identify features of a video recording device or application. • To recognise the need to regularly review and reflect on a video project. • To identify that videos can be edited on a recording device or on a computer.

	Google Classroom. ● To explain how information technology benefits us. ● To identify that computers can be used to play sounds of different instruments. ● To identify that the same pattern can be represented in different ways. ● To experiment with musical patterns on a computer. ● To experiment with different sounds on a computer. ● To compare playing music on instruments with making music on a computer. ● To use a computer to create a musical pattern. ● To use a computer to compose a rhythm and a melody on a given theme. ● To use a computer to play the same music in different ways (e.g. tempo). ● To evaluate a musical composition created on a computer. ● To improve a musical composition created on a computer. ● To save and evidence work on Google Classroom by uploading screenshots or creating sharable links.	Google Classroom by uploading screenshots or creating sharable links. ● To describe the current limitations of World Wide Web media. ● To evaluate the reliability of content and consequences of unreliable content. ● To explain the benefits of the World Wide Web. ● To recognise computers can be used to create works of art and where we may have been these in everyday life. ● To use a range of paint colours and understand what a HEX code is. ● To use the fill tools to colour an enclosed area. ● To use shape and line tools when precision is needed. ● To use the undo button to correct a mistake and redo to rectify this if needed. ● To combine a range of tools to create a piece of artwork. ● To recognise a tool can be adjusted to suit my need. ● To experiment with the layers tool to give depth to the art work. ● To decide when it's appropriate to use each tool. ● To consider the impact of choices made. ● To compare painting using a computing with painting using other mediums.	● To choose to reshoot a scene or improve later through editing. ● To use split, trim and crop to edit a video. ● To recognise that projects need to be exported to be shared. ● To recall how to use a search engine and that there are a number of them. ● To identify some of the limitations of search engines. ● To define communication and the different ways we can communicate, with and without technology. ● To explain how search results are selected. ● To explain that ranking narrows down the search results returned from the index, which makes it more useful. ● To explain how ranking is determined by rules and that different search engines use different rules. ● To review an existing website and its components e.g., navigation bar, header. ● To recognise that a website is a set of hyperlinked web pages. ● To recognise components of a web page layout. ● To create a new blank web page and add text. ● To make the web page

		• To save and organise my work in Google Drive so it is easy to access again. • To organise my Google Drive into folders. To delete unwanted files.	individualised by changing the appearance and style of text. • To embed media in a web page. • To recognise the need to preview pages before publishing. • To add webpages to a website. • To recognise the need for a navigation path and insert hyperlinks between pages. • To consider the ownership and use of images in regard to copyright and possible implications.

Data Handling			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Talk about how they collect, group and organise items they have collected on their	• To identify some attributes of an object. • To collect simple data. • To identify that objects can be counted.	• To investigate questions with yes/no answers. • To identify attributes that you can ask yes/no questions about.	• To identify questions that can be answered using spreadsheet data. • To explain what an item of data is in a spreadsheet.

walk. Children begin to understand how to group objects based on their colour and begin to represent this as a pictogram.	• To show that collected data can be counted. • To describe the properties of an object. • To choose an attribute to group objects by. • To group objects to answer questions. • To explain that objects can be grouped by similarities (attribute). • To recognise that information can be presented. • To describe a group of objects (based on commonality). • To recognise that information can be presented in different ways. • To use a tally chart to collect data. • To show I can enter data onto a computer. • To recognise that people, animals and objects can be described by attributes. • To use a computer to view data in different formats. • To use pictograms to answer single-attribute questions. • To compare objects that have been grouped by attribute. • To suggest appropriate headings for tally charts and pictograms. • To use a computer to answer comparison questions (graphs, tables) • To construct a given comparison question.	• To create questions with yes/no answers. • To select an attribute to separate objects into two similarly sized groups. • To choose questions that will divide objects into evenly sized subgroups. • To repeatedly create subgroups of objects. • To recognise that a data set can be structured using yes/ no questions. • To explain that a branching database is an identification tool. • To identify an object using a branching database. • To retrieve information from different levels of the branching database. • To explain that a well-structured branching database will enable you to identify objects using fewer questions. • To relate 2 levels of a branching database using ‘and’. to suggest real-world applications for branching databases. • To explain that a computer programme can be used to organise data. • To choose different ways to view data. • To explain that tools can be used to select data to answer questions.	• To explain how the data type determines how a spreadsheet can process the data. The outline that there are different software tools to work with data. • To explain that formulas can be used to produce calculated data. • To calculate data using a formula for each operation. • To recognise cells can be linked. • To use functions to create new data. • To explain why data should be organised in a spreadsheet. • To use existing cells within a formula. To recognise that a cell's value automatically updates when the value in a linked cell is changed. • To evaluate results in comparison to the question asked. • To choose suitable ways to present spreadsheet data. • To know the features of a spreadsheet. • To understand cell referencing. • To use formulas in a spreadsheet. • To create simple formulas. • To understand the concept of data modelling. • To identify questions that can be answered using spreadsheet data. • To explain what an item of data

	• To use a computer program to present information in different ways. • To explain that we can present information. • To construct a given comparison question. • To use a computer program to present information in different ways. • To explain that we can present information using a computer. • To give simple examples of why some information should not be shared.	• To outline how ordering data allows us to answer some questions. • To outline how operations can be used to filter data. • To choose which attribute and value to search by to answer a given question. • To ask questions that need more than one attribute to answer. • To outline how 'AND' and 'OR' can be used to refine data selection. • To choose multiple criteria to search data to answer given question (AND and OR). • To explain that computer programs can be used to compare questions. • To outline how operations can be used to filter data. • To choose which attribute and value to search by to answer a given question. • To ask questions that need more than one attribute to answer. • To outline how 'AND' and 'OR' can be used to refine data selection. • To choose multiple criteria to search data to answer given question (AND and OR). • To explain that computer programs can be used to compare data visually. • To select an appropriate graph to visually compare data.	is in a spreadsheet. • To explain how the data type determines how spreadsheet can process the data. The outline that there are different software tools to work with data. • To explain that formulas can be used to produce calculated data. • To calculate data using a formula for each operation. • To recognise cells can be linked. • To use functions to create new data. • To explain why data should be organised in a spreadsheet. • To use existing cells within a formula. • To recognise that a cell's value automatically updates when the value in a linked cell is. • To model a real-life situation using a spreadsheet. • To use a simple function in a spreadsheet. • To present a data model. • To create a data model from a given scenario. • To use functions in a spreadsheet. • To use the absolute cell reference in a spreadsheet. • To create charts/graphs. • To learn different types of charts/ graphs.

		• To explain that we present information to communicate a message. • To choose suitable ways to present information to other people.	

Curriculum Knowledge and Skills Progression - Online Safety

Privacy and Security			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Naming examples of their own personal information.	• Understand how passwords and PINs keep devices and information secure. • Recognise some examples of strong and poor password practice. • Demonstrate the types of data that may be personal to you. • Articulate under what conditions I would ask an adult for help and ways that they can ask an adult for help. • Identify why we need passwords for accounts/	• Recognise that passwords protect my reputation and the information that I consider important. • Be able to suggest methods for keeping password safe and secure. • Demonstrate an awareness of the people I trust. • Make decisions about what information they share and with whom. • Recognise that smart devices often collect and share	• 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, • Recognise and select effective

	devices. • Describe the difference between information shared on public platforms and privately. • Identify the appropriate types of content that can be shared online and suggest ways to protect this. • Recognise the wide range of internet connected devices at home. • Name some of the features of a connected device.	personal information and other information about people (e.g. tech usage). • Identify the risks posed by over-sharing information online. • Suggest appropriate strategies for keeping personal information private in different contexts. • I can describe how some online services may seek consent to store information about me. • I know what the digital age of consent is. • I know how to get help if I am unsure about consenting to an online service.	strategies for managing passwords. • Suggest methods for managing situations where passwords are lost or stolen. • I can describe why and how people should keep their software and apps up to date. • Distinguish between genuine and fake content/sites. • Understand some tactics employed by scammers. • Identify the features of scam communications.

Self-Image and Identity

EYFS	Year 1/2	Year 3/4	Year 5/6
Give examples of how to tell others that they say 'no'/'I don't want to'.	• Recognise that there may be people online who could make me feel sad, embarrassed or upset. • Know when I should ask an adult for help with things online that upset me. • Give examples of different adults I can ask for help. • Know that people can choose	• Explain what is meant by the term 'identity'. • Explain how I can represent myself in different ways online. • Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). • Explain how my online identity	• Explain how my online identity can be different to the identity I present in 'real life'. • I can explain the reasons for and against changing your identity online and explain how someone might do so. • I can describe the right decisions about how I interact with others online and how this

	different pictures online to what they actually look like in real life. ● Explain why someone might want to change their appearance online. ● Describe ways in which people might make themselves look different online. ● 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.	can be different to the identity I present in 'real life'. ● I can explain the reasons for and against changing your identity online and explain how someone might do so. ● I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me. ● Understand the issue of impersonation and how this can impact on my personal online reputation and relationships. ● Describe some of the motives behind online impersonation.	will impact on how others perceive me. ● Understand the issue of impersonation and how this can impact on my personal online reputation and relationships. ● Describe some of the motives behind online impersonation. ● I can describe ways in which media can shape ideas about gender, race, religion, disability, culture and other groups. ● I can identify messages about stereotyped roles and make judgements based on them. ● I can challenge and explain why it is important to reject inappropriate representations online. ● I know and can give examples of how I might get help, both on and offline. ● I can explain why I should keep asking until I get the help I need.

Online Bullying			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Recognise kind and unkind	● Recognise that certain behaviours online can upset	● I can explain why I should be kind online vs. unkind.	● I can explain the types of bullying behaviour online and

behaviours.	others. ● I can identify behaviour that might upset others online. ● I can recognise being kind online would make someone feel good. ● I can recognise being unkind online would make someone feel bad. ● I understand what the definition of bullying behaviour is and apply it to online behaviour. ● I can provide simple examples of what online bullying can look like. ● I can give examples of bullying behaviour and where this can happen. ● I understand that bullying can make someone feel upset, unsafe and/ or uncomfortable. ● I can identify some signs and symptoms that someone who is being bullied may show. ● I know the difference between accidental and on purpose (intentional). ● I can explain how someone would get help i.e. tell a responsible adult. ● I understand what the definition of bullying behaviour is and apply it to online behaviour. ● I can provide simple examples of what online bullying can look like. ● I can give examples of bullying	● I know how I should act online. ● I can explain how I make sure I am being kind online. ● I can describe methods people may use to bully others including online and offline methods. ● I can provide simple examples of where online bullying can take place and what it might look like. ● I understand that there are emotions that can be expressed online. ● I understand how being upset, hurt or angry could look online and what someone who is feeling these emotions likely exhibit online. ● I know online technologies may include i.e. games, apps, social media. ● I can describe different media you can be unkind on i.e. images, texts, videos. ● I can simply describe what bullying online may look like on these different forms of media. ● I can understand what posting content online means. ● I can understand my content can affect others feelings. ● I can understand how some media i.e. images, video, text and chat can be interpreted differently online v offline. ● I can predict how others may feel towards what I do online. ● I understand I should not be	in person. ● I can explore the roles in a ‘bullying’ situation. ● I can describe key differences between playful joking and teasing (including ‘banter’). ● I can give examples of situations that others may perceive as bullying. ● I know that I have responsibility for my own behaviour and understand how this affects my relationships with others. ● I would know who to speak to if someone I know was being bullied online. ● I know I should not promise to keep a secret if someone is at risk of harm. ● I can give some examples or create a list of helplines that can support people being bullied including advice about blocking others. ● I would know what to say if someone told me they were being bullied online. ● I understand if someone is at risk of harm I need to tell a responsible adult. ● I know I should try and screenshot the bullying behaviour. ● I know I should reach out to responsible adults with evidence of the bullying behaviour. ● I can list people who can help

	behaviour and where this can happen. ● I understand that bullying can make someone feel upset, unsafe and/ or uncomfortable. ● I can identify some signs and symptoms that someone who is being bullied may show. ● I know the difference between accidental and on purpose (intentional). ● I can explain how someone would get help i.e. tell a responsible adult. ● I feel happy to help others go to a responsible adult.	mean online. ● I understand that there are emotions that can be expressed online. ● I understand how being upset, hurt or angry could look online and what someone who is feeling these emotions likely exhibit online. ● I know online technologies may include i.e. games, apps, social media. ● I can describe different media you can be unkind on i.e. images, texts, videos. ● I can simply describe what bullying online may look like on these different forms of media. ● I can understand what posting content online means. ● I can understand my content can affect others feelings. ● I can understand how some media i.e. images, video, text and chat can be interpreted differently online v offline.	me with this. ● I understand there are different ways to report concerns of bullying behaviour. ● I understand the different methods I can use online, at home and at school. ● I understand who I could speak to online if I was being bullied online. ● I know who I could speak to in school if I was being bullied online. ● I know who I could speak to at home if I was being bullied online.

Online Reputation			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Understand that	● I understand that information	● I can use a search engine to	● I can use a search engine to

information can be held online for people to see.	that is shared online can stay there for a very long time. ● I know that information can copied off the internet. ● I understand that information about me can be copied by others. ● I know that I should not share my personal information online. ● I can name different types of personal information that can be shared (photos, text, video). ● I can name 3 adults that can help me if I am unsure about information I want to share. ● I know how to find information online I can find information online that is older than I am. ● I understand that my information can stay online for a very long time. ● I can describe how anyone's online information can be seen by others. ● I can describe strategies to protect my online information. ● I know what is ok to share and what isn't. ● I understand that if I have a worry about something someone else has put online I should talk to a trusted adult. ● I can name 3 different people that can help me if I am worried about something a friend has shared online.	find information about me and my family. ● I can use " " to narrow my search and understand what it does. ● I understand that I should check the images, news and video results as well as the regular search results. ● I understand what 'personal' information is. ● I know that I must always ask before I share information about others online. ● I understand that others may search my name online to find information about me. ● I know that not all information about me online may have been posted online by me. ● I understand that people may alter information or put untrue information about me online with or without my knowledge.	search for information about other people and present that information for others to read. ● I understand that the information I find may not be accurate. ● I understand that people may make judgements against others on the information that they find. ● I understand what an online reputation is. ● I understand that people may do an online search to find out information about me. ● I understand that the information that people find about me will allow them to form an opinion about me. ● I can explain what a digital personality is. ● I can explain strategies anyone can use to protect their 'digital personality' and online reputation. ● I can explain how online anonymity can protect online reputation.

Health, Wellbeing and Lifestyle

EYFS	Year 1/2	Year 3/4	Year 5/6
Sort things into things which make them happy and sad on the internet Name an adult who can keep them safe when using the internet	• To know the rules around their own use of technology in and beyond the home. Explain why these rules help keep them safe. Identify rules that apply to safety and rules that apply to health/well-being Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with) Recount either rules, guidance or conversations around their own use of technology that they think are important. Identify a range of simple health/ well-being issues on which technology can impact Explain how they can reduce the impact of these issues when using technology Explain ways in which they can self-manage their use of technology or with support from their parent/carer/ mentor Demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc	• Explain the positive impact of using technology and the internet. Give examples of tech/online activities that they (could) engage with for extended periods of time. Explain the negative impact of excessive technology use on health and bodies. Give examples of and explain the negative impact of excessive technology use on thoughts and feelings and relationships and work. Explain simple rules/strategies they use to reduce the impact of these issues. Explore the value they place in different tech/online activities Recognise some of the limitations that tech/online activities may place on their attention and relationships. Give examples of tech/online activities that they engage with for extended periods of time. Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work. Give examples of what happens when they have been online for too long. Identify times	• Can offer suggestions on how use of technology before sleep could affect quality of sleep Can offer simple strategies to manage technology before bedtime Understand simple properties of healthy sleep Can recount simple benefits of sleep on body's health Differentiate between fact and fake information. Make a balanced judgement when researching information online. Know what a trusted source of online website/information looks like. Explain what in-app purchasing is (including loot boxes). Identify the benefits but also the risks of in-app purchases. Know that I should always ask permission when making an online purchase. Recognise content rating symbols and describe what they mean (e.g. PEGI icons for content, BBFC symbols for age ratings, etc). Demonstrate an awareness of why some content is age regulated Recognise the features of a healthy media balance. Understand how technology

		when someone might need to limit the amount of time they use technology. Recognise and explain a range of strategies to limit time spent online/using tech.	can place pressure on someone Know how to positively address peer pressure and can apply this in online situations. Identify examples of persuasive design including technology use Demonstrate knowledge of age appropriate strategies that can limit the impact of technology on health. Select suitable strategies based on their own personal needs, use and experience of tech and the internet.

Online Relationships			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Names some ways other than the internet about how adults can talk to each other. Talking about apps where you can talk to other people	• I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the	• 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 understand that there are places online that are for sharing interests and can name some examples. There can be different ways of communicating online and	• Realising that there are a variety of ways to communicate online, not just via text. How to use and understand some of the methods of communication online. Knowing when is an appropriate time to use other forms of communication such as gifs and memes. Appreciating that not everyone that the children encounter online is pleasant and may not have the best intentions at

	same way by others. 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). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online I can explain how information put online about someone can last for a long time.	people may use a different 'language' when they speak face to face. Understand what it means to actually 'know' someone. Understanding how 'liking' someone or something online means and how it can be done. Explaining the difference between trusting and liking someone. Understand the importance of giving permission before sharing things online. Understanding what being 'safe' online involves. How they can be respectful of others online. Know what to do to ensure that being online is a positive and safe experience. Explain how they have used these strategies online themselves. Understanding how they can show respect to others online. Understand when people are being respectful or disrespectful and what to do in this situation.	heart. Other people's decisions on how to react online are theirs and not something which I can affect. Appreciating online and offline communities that they are part of. Practising how to report issues which have arisen online. Role play scenarios which may happen online and understand that reactions to things can also have consequences. Understanding of how some things which are shared online can be positive, as well as negative. Understanding of how to give and receive respect online appropriately. Understanding how to respect other people's boundaries including asking and sharing of information. People's perception of what might be inappropriate may be different to their own or their families. Acknowledge the impact of sharing things that are inappropriate to others.

Managing Online Information

EYFS	Year 1/2	Year 3/4	Year 5/6
Demonstrating different pieces of technology to access the internet	• To use a search engine. Explore new methods of searching such as voice activated searching. Explore a given topic on the internet Starting to tell the difference between real and fake things that are online Asking for help when needed, knowing what to say and who to approach when you need help Demonstrate how to get help from a trusted adult or helpline if I find content that makes me sad, worried or frightened. Navigate a simple web page to get information I need, such as homepage, forward, back buttons. Investigate ways to decipher false and true things which you may find online. Use and begin to process how voice activated search engines work.	• Explain how search functions work and how to choose the best suggestion. Demonstrate how buying and selling things work such as information held on in-app purchases. Differentiate between facts and opinions. Evaluating evidence to determine its credibility. Explain ways in which you can get help from a trusted adult if they need it. Searching for information on a wider group of technologies such as social media, image or video sites. Identify methods used to persuade people to buy things online - eg influencers, pop ups. Describe and recognise techniques which are used within advertising, eg motivation, advertising hashtags Use techniques to identify if you're talking to a 'bot'. Consciously read an event or story and realise that it could be a hoax, or fake news.	• Evaluate digital content. Evaluate flawed reasoning Identify methods which are used to get my attention online Targeted adverts or ideas may be specific to me and how these would differ between others. Understand why some vloggers are paid to advertise something Analysing whether something is a good idea to share amongst your followers and the impact this may have. Explain how search engine results are selected and ranked. Explaining how aspects such as 'influence', 'manipulation' and 'persuasion' are online and how they may encounter them through aspects such as advertising Recognise examples of persuasive design Explore laws in relation to why things are illegal online.

Copyright and Ownership

EYFS	Year 1/2	Year 3/4	Year 5/6
Putting their name on work they have created on the computer	• Recognise work that they have created online is owned by them. • Demonstrate how to name files to find them later. • Describe why content online belongs to others.	• Appreciate that we all have the rights to own things that we create. • Appreciating which aspects of the internet are 'free' and why you may have to pay for others. • Give examples of when they are/are not allowed to use others content which is online.	• Finding a way to use copyrighted work which is fair. • Where to find work which is in the 'public domain'. • Referencing others in their own work.