




Curriculum Progression

Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Computer Science</p> 	<ul style="list-style-type: none"> - I can know what a command is - I can follow a command - I can follow a sequence of commands - I can understand what a sequence is 	<ul style="list-style-type: none"> - I can understand what algorithms are - I can give a sequence of instructions to a robotic device (such as a Beebot) - I can create a simple algorithm to achieve a particular goal (such as collecting gems for a Sprite) - I can make predictions of what they think a program will do 	<ul style="list-style-type: none"> - I can understand what algorithms are and that some are more efficient than others - I can use a range of sequences of instructions to implement an algorithm on a device or application - I can create a simple program and debug any errors in the code - I can use logical reasoning to predict what a program will do 	<ul style="list-style-type: none"> - I can create a program to produce an output (e.g. an animation in Keynote or a challenge on Scratch Jnr) - I can use logical reasoning to detect errors in program - I can know that computer networks transmit information in digital form - I can know that email messages are sent and received through servers connected to the internet 	<ul style="list-style-type: none"> - I can write a program that accepts typed input and produces on-screen output (e.g. coding a quiz game) - I can explain an algorithm using sequence and repetition - I can use logical reasoning to detect and correct errors in program - I can know that computer networks transmit information in digital form and that this information has to be converted to numbers before it can travel through computer networks - I can understand how the internet makes the world wide web possible 	<ul style="list-style-type: none"> - I can design, write and debug a program to achieve a specified goal - I can use sequence, selection, repetition and variables in programs - I can experiment with computer control applications (such as MaKey MaKey kits) - I can plan a solution to a problem using decomposition - I can use logical reasoning to identify possible errors in an algorithm and explain why the algorithm is incorrect - I can know that the internet transmits information as packets of data - I can know some of the ways in which web pages are created and transmitted 	<ul style="list-style-type: none"> - I can design, write and debug a program based on their own ideas - I can test and debug their code, explain what bugs they found and how they fixed these - I can identify component parts of a complex problem, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified - I can use sequence, selection, repetition and variables in programs - I can understand how domain names are converted into IP addresses on the internet





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Information Technology 	<ul style="list-style-type: none"> -I can create content on a digital device -I can retrieve content they have created on a digital device 	<ul style="list-style-type: none"> -I can use digital technology to organise, store and retrieve content -I can create and edit original content using digital technology 	<ul style="list-style-type: none"> -I can create and edit original content for a given purpose using digital technology, paying attention to the intended audience -I can give some explanation of how information is stored on computers and other digital devices -I can retrieve digital content that they have created and share it with others 	<ul style="list-style-type: none"> -I can use and combine a range of programs on a digital device such as iPad -I can use multiple programs on a digital device to achieve a particular goal -I can design and create content on a digital device, choosing the programs they use, considering the intended audience -I can collect, analyse and present data -I can use a common search engine such as Google (with safe-search mode locked in place) effectively to search for particular information on the web -I can know that search engines select pages according to keywords found in the content 	<ul style="list-style-type: none"> -I can design content for an intended audience and purpose -I can use and combine a range of programs on multiple devices -Be able to collect, analyse and present data -I can understand that search engines rank pages according to relevance -I can use a common search engine such as Google (with safe-search mode locked in place) effectively to search for particular information on the web 	<ul style="list-style-type: none"> -I can design content for an intended audience and purpose -I can use and combine a range of programs on multiple devices -I can analyse and evaluate information from multiple sources (e.g. analysing the effectiveness of e-safety videos) -I can use the built-in search tools to filter their results when using a common search engine 	<ul style="list-style-type: none"> -I can choose from a range of available programs on iPad, tablets or cloud-based services to achieve particular goals -I can know that not all questions can be answered using search engines and be able to give examples of –ungoogleable’ questions -I can analyse and evaluate numerical data e.g. conduct market research and analyse the data they obtain



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Digital Literacy 	<ul style="list-style-type: none"> -I can know that some information is personal and should only be shared with those who they or their parents trust -I can recognise that a range of technology is used in places such as homes and schools 	<ul style="list-style-type: none"> -I can know ways to keep themselves safe when using digital technology -I can understand that some information is personal and should only be shared with those who they or their parents trust -I can know what to do if they see inappropriate content online when using technology at home or in school -I can know a range of ways digital technology is used beyond school 	<ul style="list-style-type: none"> -I can know ways to keep themselves safe when using digital technology -I can understand that personal information should be kept private: it should not be posted online to a public audience and should only be shared privately with those who they and their parents would trust -I can know to report inappropriate behaviour when using technology in school or at home -I can discuss common users of digital technology beyond school 	<ul style="list-style-type: none"> -I can use digital technology safely and show respect for others when working online- -I can recognise unacceptable behaviour when using digital technology -I can know to report inappropriate behaviour when using technology in school and at home -I can make a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a give purpose 	<ul style="list-style-type: none"> -I can use digital technology safely and show respect for others when working online -I can understand the difference between acceptable and unacceptable behaviours when using digital technology -I can know who to talk to about concerns and inappropriate behaviour at home or in school -I can decide whether a webpage such as Wikipedia or other digital content is appropriate for finding out the answer to a question they have for a given purpose -I can work collaboratively with their peers on a shared project such as animation or film, making useful contributions and providing feedback to others 	<ul style="list-style-type: none"> -I can act responsibly when using the internet -I can discuss the consequences of particular behaviours when using digital technology -I can know how to report concerns and inappropriate behaviour in a range of contexts -I can show responsibility when creating or remixing online content including observing copyright and any terms and conditions -I can work collaboratively with classmates on a class website, blogger project (e.g. Google sites) 	<ul style="list-style-type: none"> -I can discuss likely and potential consequences of their actions when using digital technology in a range of contexts -I can know a range of ways to report concerns and inappropriate behaviour in a variety of contexts -I can identify some principles they could use to evaluate digital content such as absence of bias, effective design and acknowledgement of sources -I can use online tools to plan and carry out a collaborative project such as Google Suite



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<p>Online Safety</p> 	<p>I can recognise that a range of technology is used in places such as homes and schools.</p> <p>I can select and use technology for particular purposes.</p> <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> <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 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> <p>I can identify ways that I can put information on the internet.</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules</p>	<p>I can use technology safely and respectfully, keeping personal information private;</p> <p>I can identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</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 before sharing any personal information online, belonging to myself or others.</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</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 rules to keep myself safe when using technology both in and beyond the home.</p>	<p>I can use technology safely and respectfully, keeping personal information private;</p> <p>I can identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <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 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 explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</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;</p> <p>I can give examples of how they might get help</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. I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p>I can explain simple guidance for using technology in different environments and 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>I can use technology safely, respectfully and responsibly</p> <p>I can recognise acceptable /unacceptable behaviour</p> <p>I can identify a range of ways to report concerns about content and contact</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 describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust.</p> <p>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 share anyone's information with others.</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 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. I can explain who someone can ask if they are unsure about putting something online</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>

Focus	Year 4	Year 5	Year 6
<p>Online Safety</p> 	<p>I can use technology safely, respectfully and responsibly</p> <p>I can recognise acceptable/unacceptable behaviour</p> <p>I can identify a range of ways to report concerns about content and contact</p> <p>I can recognise when someone is upset, hurt or angry online.</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 describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</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. 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 know what the digital age of consent is and the impact this has on online services asking for consent.</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 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 explain how using technology can be a distraction from other things, in 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>I can use technology safely, respectfully and responsibly</p> <p>I can recognise acceptable/unacceptable behaviour</p> <p>I can identify a range of ways to report concerns about content and contact</p> <p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</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 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> <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 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 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 describe ways technology can affect health and well-being both positively (e.g. mindfulness 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 purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>I can use technology safely, respectfully and responsibly</p> <p>I can recognise acceptable/unacceptable behaviour</p> <p>I can identify a range of ways to report concerns about content and contact</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>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings.</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> <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.</p> <p>I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</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> <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</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 act on different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>