

Knowledge, Skills and Understanding Progression maps
Computing & E Safety

EYFS			
	3 and 4 Year Olds	Reception	Reception ELG
Personal, Social and Emotional	Remember rules without needing an adult to remind them.	<p>Show resilience and perseverance in the face of a challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
Understanding the World	Explore how things work.		
Physical	Match their developing physical skills to tasks and activities in the setting.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	
Expressive Arts and Design		Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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KS1			
	Programming A	Programming B	Communicating
Year 1 Expected	<p>Match commands to outcomes</p> <p>Predict command outcomes on devices</p> <p>Execute commands on devices</p> <p>Follow instructions</p> <p>Give directions</p> <p>Recall action-related words</p> <p>Compare forward and backward movements</p> <p>Predict outcomes of sequences with moves</p> <p>Start sequences consistently</p> <p>Compare left and right turns</p>	<p>Compare programming tools</p> <p>Use commands to move sprites</p> <p>Create and run programs</p> <p>Use Start blocks</p> <p>Organise programming blocks</p> <p>Change variable values</p> <p>Manage sprites and projects</p>	<p>Consider different methods of communication</p> <p>Open and respond to an email</p> <p>Write an email to someone from an address book</p>
	Using Technology	Data Retrieving and Organising/ Databases	Presentation
	<p>Create an avatar and to understand what this is and how it is used</p> <p>Create a picture and add own name to it</p> <p>Understand the idea of 'ownership' of creative work</p> <p>Save work to the My Work area and understand that this is private space</p> <p>See messages left by the teacher on their work</p> <p>Search Purple Mash to find resources</p> <p>Become more familiar with the icons</p> <p>Add pictures and text to work</p>	<p>Sort items using different criteria</p> <p>Understand picture formats</p> <p>Use a pictogram to record results</p> <p>Navigate and enter data in spreadsheets</p> <p>Learn spreadsheet vocabulary</p> <p>Add clipart images to spreadsheets</p>	<p>Understand the differences between traditional books and ebooks</p> <p>Explore the tools of 2Create a Story's My Simple Story level</p> <p>Save the page they have created</p> <p>Add animation to a picture</p> <p>Play the pages created so far</p> <p>Save the additional changes and overwrite the file</p>

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	Explore the Games area on Purple Mash Understand the importance of logging out		
Year 1 Challenges	Learn to say the word <i>algorithm</i> Haunted Scene activity The Chimp guided activities	<i>Green Class Pictogram</i> Record own sound effects whilst reading at the same time Think critically about their own story.	
	Programming A	Programming B	Data Retrieving and Organising
Year 2 Expected	Choose enactable word sequences Follow and give clear instructions Compare and predict outcomes of command sequences Use algorithms to program robots and create programs Explain design choices and test usability of mats	Start and run programs Change and predict outcomes of command sequences Build and decide sequence blocks for designs Choose backgrounds and characters for designs Compare projects to designs Debug and improve programs	Show that the information provided on pictograms is of limited use Use yes/no questions to separate information Construct a binary tree to separate different items Use 2Question (a binary tree) to answer questions Use a database to answer more complex search questions Use the Search tool to find information
	Using Technology / Communicating	Databases	Presentation
	Understand the terminology associated with the Internet and searching Gain a better understanding of searching the Internet Create a leaflet to help someone search for information on the Internet Use email safely	Review the work done in 2Calculate in year 1. Revise spreadsheet related vocabulary. Use some 2Calculate tools that were introduced in Y1 Use copying, cutting and pasting shortcuts in 2Calculate. Use 2Calculate totalling tools. Use 2Calculate to solve a simple puzzle Explore the capabilities of a spreadsheet in adding up coins to match the prices of objects Add and edit data in a table layout. Use the data to manually create a block graph.	Explore how a story can be presented in different ways Make a quiz about a story or class topic Make a fact file on a nonfiction topic Make a presentation to the class

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Year 2 Challenges	<p>Two collision detection events</p> <p>'Coding Show' to share children's programs and celebrate achievements.</p> <p>Use Free Code Scenes along with planning templates such as the storyboards to plan a program that uses timers</p> <p>Add four groups to sort various numbers</p> <p>Create a repeated addition machine by using a total at the end of 5 or so columns</p> <p>Children explore the fewest (least) number of coins needed to make amounts up to 30p using 2Calculate</p> <p>Use the developing tray activity to try and develop a text with missing words</p>
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KS2			
Year 3 Expected	Programming A	Programming B	Data Retrieving and Organising
	<p>Understand object attributes in Scratch</p> <p>Identify sprites and backdrops</p> <p>Use Scratch command blocks</p> <p>Create programs from designs</p> <p>Build command sequences</p> <p>Make design choices for artwork</p>	<p>Choose keys for actions and explain choices</p> <p>Explain the relationship between events and actions</p> <p>Identify ways to improve a program</p> <p>Choose a character and size for a maze project</p> <p>Program character movement</p> <p>Select and use programming blocks</p> <p>Consider real-world factors in design choices</p>	<p>Review images on a camera and delete unwanted images</p> <p>Download images from a camera into files on the computer</p> <p>Use photo editing software to crop photos and add effects</p> <p>Manipulate sound when using simple recording story boarding</p>
	Using Technology / Communicating	Databases	Presentation
<p>Find relevant information by browsing a menu.</p> <p>Search for an image, then copy and paste it into a document</p> <p>Use 'Save picture as' to save an image</p> <p>Copy and paste text into a document</p> <p>Begin to use note making skills to decide what text to copy</p> <p>Use the email address book</p>	<p>Input data into a prepared database</p> <p>Sort and search a database to answer simple questions</p> <p>Use a branching database</p>	<p>Create a presentation that moves from slide to slide and is aimed at a specific audience</p> <p>Combine text, images and sounds and show awareness of audience</p> <p>Manipulate text, underline text, centre text, change font and size and save text to a folder</p>	

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	<p>Open and send an attachment</p> <p>Explain what CC means and how to use it</p> <p>Word process a piece of text</p>		
Year 3 Challenges	<p>Use keyboard shortcuts Ctrl C and Ctrl V to copy and paste</p> <p>Bookmark a page to bookmark bar</p> <p>Contribute to a class blog</p> <p>Use repeat command in logo to create a pattern</p>		
Year 4 Expected	Programming A	Programming B	Communicating
	<p>Create purposeful code snippets</p> <p>Explain the impact of changing command values</p> <p>Type commands to program computers</p> <p>Test algorithms in text-based languages</p> <p>Use templates for program design</p> <p>Write algorithms for specific outcomes</p> <p>Identify daily tasks with repetitive sequences</p>	<p>List everyday tasks with instructions and repetition</p> <p>Modify code snippets for specific outcomes</p> <p>Predict outcomes of code snippets</p> <p>Choose between count-controlled and infinite loops</p> <p>Evaluate effectiveness of repeated sequences in programs</p> <p>Refine algorithms in project designs</p>	<p>Appreciate the benefits of ICT to send messages and to communicate</p> <p>Use the automatic spell checker to edit spellings</p> <p>Read and respond to a series of email communications</p> <p>Attach files appropriately and use email communications to explore ideas</p> <p>Understand when to use CC or BCC</p>
	Using Technology / Presentation	Databases	Data Retrieving and Organising
	<p>Use a search engine to find a specific website</p> <p>Use notetaking skills to decide which text to copy and paste into a document</p> <p>Use tabbed browsing to open two or more web pages at the same time</p> <p>Open a link to a new window</p> <p>Open a document (PDF) and view it</p> <p>Create a lengthy presentation that moves from slide to slide and is aimed at a specific audience</p>	<p>Input data into a prepared database</p> <p>Sort and search a database to answer simple questions</p> <p>Recognise what a spread sheet is</p> <p>Use the terms 'cells', 'rows' and 'columns'</p> <p>Enter data, highlight it and make bar charts</p>	<p>Capture images using webcams, screen capture, scanning, visualiser and the internet</p> <p>Choose images and download into a file</p> <p>Download images from the camera into files on the computer</p> <p>Copy graphics from a range of sources and paste into a desktop publishing program</p>

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	<p>Insert sound recordings into a multimedia presentation</p> <p>Know how to manipulate text, underline text, centre text, change font and size and save text to a folder</p>		
Year 4 Challenges	<p>Use photo editing software to crop photographs and add effects</p> <p>Copy and paste the graph/bar chart and use it in a Google Doc</p> <p>Use animation in their presentation</p>		
Year 5 Expected	Programming A	Programming B	Data Retrieving and Organising
	<p>Create and connect a circuit with a microcontroller</p> <p>Explain the purpose of an infinite loop</p> <p>Program a microcontroller to activate an LED</p> <p>Manage multiple output components with a microcontroller</p> <p>Design sequences using count-controlled loops</p> <p>Use conditional loops effectively</p> <p>Test, debug, and refine microcontroller projects</p>	<p>Identify conditions in a program</p> <p>Modify conditions in a program</p> <p>Recall usage of conditions in selection</p> <p>Create programs with different outcomes using selection</p> <p>Understand 'if... then... else...' statements</p> <p>Use selection in an infinite loop for condition checking</p> <p>Design program flow with 'if... then... else...' statements</p>	<p>Listen to streaming audio such as online radio</p> <p>Download and listen to podcasts</p> <p>Produce and upload a podcast</p> <p>Select music from open sources and incorporate it into multimedia presentations</p> <p>Work on simple film editing</p>
	Using Technology	Databases	Presentation
	<p>Use a search engine using keyword searches</p> <p>Compare the results of different searches</p> <p>Decide which sections are appropriate to copy and paste from at least two web pages</p> <p>Save stored information following simple lines of enquiry</p> <p>Download a document and save it to the computer</p>	<p>Create a formula in a spreadsheet and then check for accuracy and plausibility</p> <p>Search databases for information using symbols such as = > or ></p> <p>Create databases planning the fields, rows and columns</p> <p>Create graphs and tables to be copied and pasted into other documents</p>	<p>Use a range of presentation applications</p> <p>Consider audience when editing a simple film</p> <p>Know how to prepare and then present a simple film</p> <p>Use ICT to record sounds and capture both still and video images</p> <p>Make a homepage for a website that contains links to other pages</p>

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			<p>Capture sounds, images and video</p> <p>Use the word count tool to check the length of a document</p> <p>Use bullets and numbering tools</p>
Year 5 Challenges	<p>Make a multimedia presentation that contains: sound; animation; video and buttons to navigate</p> <p>Save an image document as a gif or jpeg. file format using the 'save as' command</p> <p>Make an information poster using graphics skills to good effect</p> <p>Use the inputs (sensors) and outputs (light and sound) of the micro:bit to design and make prototype solutions.</p>		
Year 6 Expected	Programming A	Programming B	Data Retrieving and Organising
	<p>Explain how variable changes are defined</p> <p>Identify variable examples (numbers or letters)</p> <p>Understand variables hold values with names</p> <p>Recognise variables change values in programs</p> <p>Utilise events to set variables</p> <p>Create artwork, develop algorithms, explain choices</p> <p>Test code, identify improvements</p>	<p>Apply programming knowledge in new environments</p> <p>Test programs on emulators</p> <p>Transfer programs to devices</p> <p>Use selection for program flow</p> <p>Identify real-world conditions</p> <p>Utilise variables in 'if...then...else' statements</p> <p>Design, create, and test programs</p>	<p>Explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)</p> <p>Add special effects to alter the appearance of a graphic</p> <p>'Save as' gif or they peg. wherever possible to make the file size smaller (for emailing or downloading)</p> <p>Make an information poster using their graphics skills to good effect</p>
	Using Technology	Databases	Presentation
	<p>Contribute to discussions online</p> <p>Use a search engine using keyword searches</p> <p>Use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"</p>	<p>Collect live data using data logging equipment</p> <p>Identify data error, patterns and sequences</p> <p>Use the formulae bar to explore mathematical scenarios</p> <p>Create their own database and present information from it</p>	<p>Present a film for a specific audience and then adapt same film for a different audience</p> <p>Create a sophisticated multimedia presentation</p> <p>Confidently choose the correct page set up option when creating a document</p> <p>Confidently use text formatting tools, including heading and body text</p> <p>Use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)</p>

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**Year 6
Challenges**

Incorporate graphics where appropriate, using the most effective text wrapping formats
Conduct a video chat with more than one person at a time
Compare the information provided on two tabbed websites looking for bias and perspective
Create, test and evaluate a prototype heart rate monitor using a micro:bit



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ESafety

EYFS	Self Image/ Identity	Online Bullying	Online Reputation	Copyright and Ownership
	<p>Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>Explain how this could be either in real life or online.</p>	<p>Describe ways that some people can be unkind online</p> <p>Offer examples of how this can make others feel.</p>	<p>Identify ways that I can put information on the internet.</p>	<p>Know that work I create belongs to me</p> <p>Name my work so that others know it belongs to me.</p>
	Online Relationships	Managing Online Information	Health Wellbeing and Lifestyle	Privacy and Security
	<p>Recognise some ways in which the internet can be used to communicate.</p> <p>Give examples of how I (might) use technology to communicate with people I know.</p>	<p>Talk about how I can use the internet to find things out.</p> <p>Identify devices I could use to access information on the internet.</p> <p>Give simple examples of how to find information (e.g. search engine, voice activated searching).</p>	<p>Identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>Give some simple examples</p>	<p>Identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>Describe the people I can trust and can share this with</p> <p>Explain why I can trust them.</p>

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Year 1	Self Image/ Identity	Online Bullying	Online Reputation	Copyright and Ownership
	<p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>Describe how to behave online in ways that do not upset others and can give examples.</p>	<p>Recognise that information can stay online and could be copied.</p> <p>Describe what information I should not put online without asking a trusted adult first</p>	<p>Explain why work I create using technology belongs to me</p> <p>Save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content).</p> <p>Understand that work made by others does not belong to me even if I save a copy</p>
	Online Relationships	Managing Online Information	Health Wellbeing and Lifestyle	Privacy and Security
	<p>Give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>Explain why it is important to be considerate and kind to people online and respect their choices.</p> <p>Explain why things one person finds funny or sad online may not always be seen in the same way as others</p>	<p>Give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching.</p> <p>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>Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>Explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Explain that passwords are used to protect information, accounts and devices.</p> <p>Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>

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	Self Image/ Identity	Online Bullying	Online Reputation	Copyright and Ownership
Year 2	<p>Explain how other people may look and act differently online and offline.</p> <p>Give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; give examples of how they might get help.</p>	<p>Explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Explain why anyone who experiences bullying is not to blame.</p> <p>Talk about how anyone who experiences bullying can get help.</p>	<p>Explain how information put online about someone can last for a long time.</p> <p>Describe how anyone's online information could be seen by others.</p> <p>Know who to talk to if something has been put online without consent or if it is incorrect</p>	<p>Recognise that content on the internet may belong to other people.</p> <p>Describe why other people's work belongs to them.</p>
	Online Relationships	Managing Online Information	Health Wellbeing and Lifestyle	Privacy and Security
	<p>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 penpal in another school/country).</p> <p>Explain who I should ask before sharing things about myself and others online.</p> <p>Describe different ways to ask for, give or deny my permission online and can identify who to help me if I am not sure.</p> <p>Explain why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>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>Identify who can help me if something happens online without my consent.</p> <p>Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>Explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online .</p>	<p>Use simple keywords in search engines.</p> <p>Demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons; links, tabs and sections.</p> <p>Explain what voice activated searching is and how it might be used, and know it is not real person (e.g. Alexa, Google Now, Siri).</p> <p>Explain the difference between things that are imaginary, 'made up', or 'make believe' and things that are 'true' or 'real'.</p> <p>Explain why information I find online may not be real or true.</p>	<p>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>Say how those rules/guides can help anyone accessing online technologies.</p>	<p>Explain how passwords can be used to protect information, accounts and devices.</p> <p>Explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>Explain how some people may have devices in their homes connected to the internet and give some examples (e.g. lights, fridges, toys, televisions.).</p>

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Year 3	Self Image/ Identity	Online Bullying	Online Reputation	Copyright and Ownership
	<p>Explain what is meant by the term 'identity'.</p> <p>Explain how people can represent themselves in different ways online.</p> <p>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>Describe appropriate ways to behave towards other people online and why this is important.</p> <p>Give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>Explain how to search for information about others online.</p> <p>Give examples of what anyone may or may not be willing to share about themselves online.</p> <p>Explain the need to be careful before sharing.</p> <p>Explain who someone can ask if they are unsure about putting something online</p>	<p>Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>
	Online Relationships	Managing Online Information	Health Wellbeing and Lifestyle	Privacy and Security
	<p>Describe ways people who have similar likes and interests can get together online.</p> <p>Explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>Explain what is meant by 'trusting someone' online, why this is different to 'liking someone' online, and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>Explain how someone's feelings can be hurt by what is said or written online.</p> <p>Explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and photos.</p>	<p>Demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>Explain what autocomplete is and how to choose the best suggestion.</p> <p>Explain how the internet can be used to buy and sell things</p> <p>Explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online. E.g. In videos, memes, posts, news stories etc.</p> <p>Explain that not all opinions shared may be accepted as true or fair by others (E.g. monsters under the bed)</p> <p>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>Explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; give 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>Explain why some online activities have age restrictions, why it is important to follow them and know who to 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>	<p>Describe simple strategies for creating and keeping passwords private.</p> <p>Give reasons why someone should only share information with people they choose to and can trust.</p> <p>Explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>Describe how connected devices can collect and share anyone's information with others.</p>

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Year 4	Self Image/ Identity	Online Relationships	Online Reputation	Copyright and Ownership
	<p>Explain how my online identity can be different from my offline identity. Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>Describe strategies for safe and fun experiences in a range of online social environments e.g. live streaming, gaming platforms.</p> <p>Give examples of how to be respectful to others online and how to recognise healthy and unhealthy behaviours.</p> <p>Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>	<p>Describe how to find out information about others by searching online.</p> <p>Explain ways that some of the information about anyone online could have been created, copied or shared by others</p>	<p>When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to use it.</p> <p>Give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images.</p>
	Online Bullying	Managing Online Information	Health Wellbeing and Lifestyle	Privacy and Security
	<p>Recognise when someone is upset, hurt or angry online.</p> <p>Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>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>Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>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>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>Explain why lots of people sharing the same opinions or beliefs online do not make those beliefs or opinions true.</p> <p>Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and risks might be.</p> <p>Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend that something is true when it isn't.</p>	<p>Explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>Identify times or situations when someone may need to limit the amount of time they use technology e.g. suggest strategies to help with limiting this time.</p>	<p>Describe strategies for keeping personal information private, depending on context.</p> <p>Explain that internet use is never fully private and is monitored e.g. adult supervision.</p> <p>Describe how some online services may seek consent to store information about me; know how to respond appropriately and who ask if I am not sure.</p> <p>know what the digital age of consent is and the impact this has on online services asking for consent.</p>

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Year 5	Self Image/ Identity	Online Relationships	Online Reputation	Copyright and Ownership
	<p>Explain how identity online can be copied/modified or altered.</p> <p>Demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>Give examples of technology – specific forms of communication (e.g. emojis, memes, gifs).</p> <p>Explain that there are some people who communicate online who may want to do me or my friends harm/ recognise this is not my/our fault.</p> <p>Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups)</p> <p>Explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Demonstrate how to support others (including those who are having difficulties) online.</p>	<p>S search for information about an individual online and summarise the information found.</p> <p>Describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p>	<p>Assess and justify when it is acceptable to use the work of others.</p> <p>Give examples of content that is permitted to be reused and know how this content can be found online.</p>
	Online Bullying	Managing Online Information	Health Wellbeing and Lifestyle	Privacy and Security
	<p>Recognise that online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>Describe how what one person perceives as playful joking and teasing (including banter) might be experienced by others as bullying.</p> <p>Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>Identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>Explain how to block abusive users.</p> <p>Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>Explain the benefits and limitations of using different types of search technologies e.g. voiceactivated search engines.</p> <p>Explain how some technology can limit the information I am presented with e.g. voiceactivated only giving one search result.</p> <p>Explain what is meant by 'being sceptical'; give examples of when and why it is important to be sceptical.</p> <p>Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>Identify ways the internet can draw us to information for different agendas, e.g. website notifications, popups, targeted ads.</p> <p>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>Explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>Describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.</p>	<p>Describe ways that technology can affect health and wellbeing both positively (e.g. mindfulness apps) and negatively.</p> <p>Describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>Recognise the benefits and risks of accessing information about health and wellbeing online and how we should balance this with talking to trusted adults and professionals.</p> <p>Explain how and why some apps and games may request or take payment for additional content (e.g. inapp purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>	<p>Explain what a strong password is and demonstrate how to create one.</p> <p>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>Explain what app permissions are and can give some examples.</p>

Knowledge, Skills and Understanding Progression maps
Computing & E Safety

Year 6	Self Image/ Identity	Online Relationships	Online Reputation	Copyright and Ownership
	<p>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. Explain the importance of asking until I get the help needed.</p>	<p>Explain how sharing something online may have an impact positively or negatively. 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. Describe how things shared privately online can have unintended consequences for others. E.g. Screenshotting. 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>	<p>Explain the ways in which anyone can develop a positive online reputation. Explain strategies anyone can use to protect the 'digital personality' and online reputation, including degrees of anonymity</p>	<p>Demonstrate the use of a search tool to find and access online content which can be reused by others. Demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
	Online Bullying	Managing Online Information	Health Wellbeing and Lifestyle	Privacy and Security
	<p>Describe how to capture bullying content as evidence (e.g. Screenshotting, URL, profile) to share with others who can help me. Explain how someone would report online bullying in different contexts.</p>	<p>Explain what is meant by a 'hoax'. explain why someone would need to think carefully before they share. Explain how search engines work and how the results are selected and ranked. Explain how to use search technologies effectively. Describe how some online information can be opinions and can offer examples. 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. Define the terms 'influence', 'manipulation', and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news.). Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. Understand the concept of persuasive design and how it can be used to influence peoples' choices. Demonstrate how to analyse and evaluate the validity of facts and information and explain why using these strategies are important. Describe the difference between online misinformation and disinformation. Explain why information that is on a large number of sites may still be inaccurate or untrue. assess how this might happen (e.g. the sharing of misinformation or disinformation). Identify, flag and report inappropriate content.</p>	<p>Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Recognise and can discuss the pressures that technology can place on someone and how/when they could manage this. Recognise features of persuasive design and how they are used to keep users engaged (current and future use). Assess and action different strategies to limit the impact of technology on health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). Explain what to do if a password is shared, lost or stolen. Describe how and why people should keep their software and apps up to date e.g. auto updates. Describe simple ways to increase privacy on apps and services that provide privacy settings. Describes ways in which some online content targets people to gain money or information illegally Describe strategies to help me identify such content (e.g. scams, phishing). Know that online services have terms and conditions that govern their use</p>