

EYFS – Computing Skills Progression

Curriculum Intent: Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this through the three strands of information technology, computing science and digital literacy.

Information Technology	Computing Science	Digital Literacy
<ul style="list-style-type: none">• I can play on a touch screen game and use computers/keyboards/mouse in role play• I can type letters with increasing confidence using a keyboard and tablet.• I can dictate short, clear sentences into a digital device.• I can identify a chart.• I can sort physical objects, take a picture and discuss what I have done.• I can present simple data on a digital device.• I can record my voice over a picture.• I can create a simple digital collage.• I can move and resize images with my fingers or mouse.• I can animate a simple image to speak in role• I can create a simple animation to tell a story including more than one character.• I know the difference between a photography and video.• I can record a short film using the camera• I can record and play a film• I can watch films back• I can take a photograph• I can take a photograph and use it in an app• I can use a painting app and explore the paint and brush tools• I can scan a QR code.• I can explore a 360 image.• I can talk about AR objects in my class• I can record sounds with different resources• I can find ways to change your voice (tube, tin can, shouting to create an echo)• I can record sounds/voices in storytelling and explanations	<ul style="list-style-type: none">• I can follow simple oral algorithms• I can spot simple patterns• I can sequence simple familiar tasks• I can use a mouse, touch screen or appropriate access device to target and select options on screen• I can input a simple sequence of commands to control a digital device with support (Bee Bot)	<ul style="list-style-type: none">• I can 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.• I can explain how this could be either in real life or online.• I can recognise some ways in which the internet can be used to communicate.• I can give examples of how I (might) use technology to communicate with people I know.• I can identify ways that I can put information on the internet.• I can describe ways that some people can be unkind online.• I can offer examples of how this can make others feel.• I can talk about how I can use the internet to find things out.• I can identify devices I could use to access information on the internet• I can give simple examples of how to find information (e.g. search engine, voice activated searching).• I can identify rules that help keep us safe and healthy in and beyond the home when using technology.• I can give some simple examples.• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).• I can describe the people I can trust and can share this with; I can explain why I can trust them.• I know that work I create belongs to me.• I can name my work so that others know it belongs to me.

Year 1 – Computing Skills Progression

Curriculum Intent: Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this through the three strands of information technology, computing science and digital literacy.

Information Technology	Computing Science	Digital Literacy
<ul style="list-style-type: none"> • I can confidently type words quickly and correctly on a digital device. • I can use the space bar to make space and delete to delete letters/words • I can make a new line using enter/return • I can dictate into a digital device more accurately and with punctuation. • I can sort images or text into two or more categories on a digital device. • I can collect data on a topic. • I can create a tally chart and pictogram. • I can record myself explaining what I have done and what it shows me. • I can add labels to an image • I can order images to create a simple storyboard. • I can create a simple spider diagram. • I can sequence a series of pictures to explain my understanding of a topic. • I can add filters and stickers to enhance an animation of a character. • I can create an animation to tell a story with more than one scene. • I can add my own pictures to my story animation. • I can record a film using the camera app. • I can select images and record a voiceover. • I can highlight and zoom into images as I record. • I can edit a photo with simple tools • I can use a paint/drawing app to create a digital image • I can begin to cut out an image to layer on another image. • I can explore an interactive 360 image. • I can scan a trigger image to begin a AR experience. • I can pretend to interact with AR objects. • I can create a sequence of sounds (instruments, apps/software) • I can explore short and long sounds. • I can record my voice and add different effects. 	<ul style="list-style-type: none"> • I understand what algorithms are • I can write simple algorithms • I understand the sequence of algorithms is important • I can debug simple algorithms • I understand that algorithms are implemented as programs on digital devices • I can create a simple program e.g. sequence of instructions for a Bee Bot • I can use sequence in programs I can locate and fix bugs in my program 	<ul style="list-style-type: none"> • I can recognise that there may be people online who could make me 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. • I can use the internet with adult support to communicate with people I know. • I can explain why it is important to be considerate and kind to people online. • I can recognise that information can stay online and could be copied. • I can describe what information I should not put online without asking a trusted adult first • I can describe how to behave online in ways that do not upset others and can give examples. • I can use the internet to find things out. • I can use simple keywords in search engines • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. • I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules. • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain how passwords can be used to protect information and devices. • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). • I can save my work so that others know it belongs to me (e.g. filename, name on content).

Year 2 – Computing Skills Progression

Curriculum Intent: Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this through the three strands of information technology, computing science and digital literacy.

Information Technology	Computing Science	Digital Literacy
<ul style="list-style-type: none"> • I can use the space bar only once between words and use touch to navigate to words letter to edit • I can copy and paste images and text • Use caps locks for capital letters. • I can add images alongside text in a word processed document. • I can dictate longer passages into a digital device with accurate punctuation. • I can sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software. • I can orally record myself explaining what the data shows me. • I can create a branching database using questions • I can add voice labels to an image. • I can add a voice recording to a storyboard. • I can add speech bubbles to an image to show what a character thinks. • I can import images to a project from the web and camera roll • I can create multiple animations of an image and edit these together. • I can create a simple stop motion animation. • I can explain how an animation/flip book works • I can write and record a script using a teleprompter tool. • I can use tools to add effects to a video • I can begin to use green screen techniques with support • I can edit a photo (crop, filters, mark up etc) • I can select and use tools to create digital imagery - controlling the pen and using the fill tool • I can cut images with accuracy to layer on other images. • I can draw my own 360 image and explore it in VR. • I can bring objects into my surroundings using Augmented Reality. • I can create my own QR code • Create a musical composition using software • I can record my own sound effects. • I can record my voice over a compositions to perform a song. 	<ul style="list-style-type: none"> • I can write algorithms for everyday tasks • I can use logical reasoning to predict the outcome of algorithms • I understand decomposition is breaking objects/processes down • I can implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino) • I can debug algorithms • I understand programs execute by following precise and unambiguous instructions • I can create programs on a variety of digital devices • I can debug programs of increasing complexity • I can use logical reasoning to predict the outcome of simple programs 	<ul style="list-style-type: none"> • I can explain how other people's identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. • I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). • I can give examples of how I might use technology to communicate with others I don't know well. • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online. • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. • I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be true. • I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people. • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.

Year 3 – Computing Skills Progression

Curriculum Intent: Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this through the three strands of information technology, computing science and digital literacy.

Information Technology	Computing Science	Digital Literacy
<ul style="list-style-type: none"> • I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l • I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows. • I can use cut, copy and paste to quickly duplicate and organise text. • I can create my own sorting diagram and complete a data handling activity with it using images and text. • I can start to input simple data into a spreadsheet. • I can create a feelings chart exploring a story or characters feelings. • I can create an interactive comic with sounds, formatted text and video. • I can annotate an image with videos • I can create a simple web page. • I can create a simple digital timeline/mindmap • I can create animations of faces to speak in role with more life-like realistic outcomes. • I can improve stop motion animation clips with techniques like onion skinning. • I can use animation tools in presenting software to create simple animations. • I can sequence clips of mixed media in a timeline and record a voiceover • I can trim and cut film clips and add titles and transitions • I can independently create a green screen clip. • I can create my own movie trailer. • I can confidently take and manipulate photos • I can create a digital image using a range of tools, pens, brushes and effects • I can create transparent images with Instant Alpha • I can create my own digital 360 image and explore it in VR • I can create my own images and bring it into my surroundings through AR • I can create and edit purposeful compositions using music software to create mood or a certain style • I can experiment with live loops to create a song. 	<ul style="list-style-type: none"> • I can create algorithms for use when programming • I can decompose tasks (such as animations) into separate steps to create an algorithm • I understand abstraction is focusing on important information • I can identify patterns in an algorithm I can use repetition in algorithms • I can design and create programs • I can write programs that accomplish specific goals • I can use repetition in programs I can work with various forms of input • I understand that computers in a school are connected together in a network • I understand why computers are networked • I understand the difference between the Internet and the World Wide Web (WWW) 	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can 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). • I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know well. • I can explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. • I can search for information about myself online. • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online • I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them. • I can use key phrases in search engines. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain how the internet can be used to sell and buy things • I can explain the difference between a 'belief', an 'opinion' and a 'fact' • I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). • I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. • I understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with others. • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be.

Year 4 – Computing Skills Progression

Curriculum Intent: Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this through the three strands of information technology, computing science and digital literacy.

Information Technology	Computing Science	Digital Literacy
<ul style="list-style-type: none"> • I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. • Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text • Use font sizes appropriately for audience and purpose. Use spell check and thesaurus including through Siri and other AI technology • I can create my own online multiple choice questionnaire. • I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. • I understand how data is collected. • I can create an interactive quiz eBook introducing hyperlinks. • I can create an eBook with text, images and sound. • I can create a presentation demonstrating my understanding with a range of media. • I can create a digital timeline/mindmap and include different media - sound and video. • I can take multiple animations of a character I have created and edit them together for a longer video. • I can use software to create a 3D animated story. • I can use line draw tool to create animations. • I can add music and sound effects to my films • I can add animated titles and transitions • I can add simple subtitles to a video clip. • I can use confidently use green screen adding animated backgrounds. • I can enhance digital images and photographs using crop, brightness, contrast & resize • I can manipulate shapes to create digital art. • I can draw a series of images and export as an animated GIF • I can create my own 360 video. • I can use the camera to create a 360 image. • I can add multiple objects into my surroundings through AR to explain a concept. • Edit sound effects for a purpose. • Create a simple four chord song following the correct rhythm. • I can record a radio broadcast or audiobook. 	<ul style="list-style-type: none"> • I can use abstraction to focus on what's important in my design • I can write increasingly more precise algorithms for use when programming. • I can use simple selection in algorithms • I can use logical reasoning to detect and correct errors in programs • I can use simple selection in programs ~ • I can work with various forms of output • I can use logical reasoning to systematically detect and correct errors in programs • I can work with various forms of output • I understand that servers on the Internet are located across the planet • I understand how email is sent across the Internet • I understand how the Internet enables us to collaborate 	<ul style="list-style-type: none"> • I can explain how my online identity can be different to the identity I present in 'real life' • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me • I can describe strategies for safe and fun experiences in a range of online social environments • I can give examples of how to be respectful to others online. • I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others. • I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) • I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. • can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. • I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology. • I can suggest strategies to help me limit this time. • I can explain what a strong password is. • I can describe strategies for keeping my personal information private, depending on context. • I can explain that others online can pretend to be me or other people, including my friends • I can suggest reasons why they might do this • I can explain how internet use can be monitored. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples.

Year 5 – Computing Skills Progression

Curriculum Intent: Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this through the three strands of information technology, computing science and digital literacy.

Information Technology	Computing Science	Digital Literacy
<ul style="list-style-type: none"> • I can start to apply other useful effects to my documents such as hyperlinks. • I can import sounds to accompany and enhance the text in my document. • I can organise and reorganise text on screen to suit a purpose • I can create and publish my own online questionnaire and analyse the results. • I can use simple formulae to solve calculations including =sum and other statistical functions • I can edit and format difference cells in a spreadsheet. • I can collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 • I can create and export an interactive presentation including a variety of media, animations, transitions and other effects. • I can create an interactive guide to a image by embedding digital content and publishing it online. • I can create a webpage and embed video. • I can record animations of different characters and edit them together to create an interview. • I can add green screen effects to a stop motion animation. • I can create flip book animation using digital drawings and export as a Gif or video • I can use cutaway and split screen tools in iMovie. • I can evaluate and improve the best video tools to best explain my understanding. • I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool. • I can make a digital photo using camera settings • I can enhance digital photos and images using crop, brightness and resize tools • I can link and explain how to photoshop images and how this is used in the media • I can create an interactive VR experience. • I can create an animated object and bring it into my surroundings through AR • I can create an AR experience using objects I have created to explain a concept. • Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. • Create a remix of a popular song. 	<ul style="list-style-type: none"> • <i>I can solve problems by decomposing them into smaller parts</i> • <i>I can use selection in algorithms</i> • <i>I can recognise the need for conditions in repetition within algorithms</i> • <i>I can use logical reasoning to explain how a variety of algorithms work</i> • <i>I can use logical reasoning to detect and correct errors in algorithms</i> • <i>I can evaluate my work and identify errors</i> • <i>I can create programs by decomposing them into smaller parts</i> • <i>I can use selection in programs</i> • <i>I can use conditions in repetition commands</i> • <i>I can work with variables</i> • <i>I can create programs that control or simulate physical systems</i> • <i>I can evaluate my work and identify errors</i> • <i>I understand how we view web pages on the Internet</i> • <i>I use search technologies effectively</i> • <i>I understand that web spiders index the web for search engines</i> • <i>I appreciate how pages are ranked in a search engine</i> 	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context. • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. • I can make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgments about an individual. • I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). • I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results. • I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. • I can give examples of when and why it is important to be 'sceptical'. • I can explain what is meant by a 'hoax'. • I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate or legal. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). • I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology • I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused.

Year 6 – Computing Skills Progression

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Information Technology	Computing Science	Digital Literacy
<ul style="list-style-type: none"> • I can confidently choose the best application to demonstrate my learning. • I can format text to suit a purpose. • I can publish my documents online regularly and discuss the audience and purpose of my content. • I can write spreadsheet formula to solve more challenging maths problems. • I can create and publish my own online quiz with a range of media (images and video) • I can create a web site which includes a variety of media. • I can design an app prototype that links multimedia pages together with hyperlinks. • I can choose applications to communicate to a specific audience. • I can evaluate my own content and consider ways to improvements. • I can mix animations and videos recordings of myself to create video interviews. • I can plan, script and create a 3D animation to explain a concept or tell a story. • I can choose and create different types of animations to best explain my learning. • I can use the green screen masking tool with more than one character. • I can use picture in picture tools in iMovie. • I can add animated subtitles to my film to further enhance my creation. • I can create videos using a range of media - green screen, animations, film and image. • I can edit a picture to remove items, add backgrounds, merge 2 photos • I can evaluate and discuss images explaining effects and filters that have been used to enhance the media. • Use a 3D drawing app to create a realistic representation of world objects • I can create and upload my own VR Google Expedition. • I can create an interactive poster using AR • I can explain how VR and AR works. • Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) • Compose a soundtrack that can be added to a film project. 	<ul style="list-style-type: none"> • I can recognise, and make use, of patterns across programming projects • I can write precise algorithms for use when programming • I can identify variables needed and their use in selection and repetition • I can decompose code into sections for effective debugging • I can critically evaluate my work and suggest improvements • I can use a range of sequence, selection and repetition commands combined with variables as required to implement my design • I can create procedures to hide complexity in programs • I can identify and write generic code for use across multiple projects • I can critically evaluate my work and suggest improvements • I can identify and use basic HTML tags (See Computer Networks objectives) • I understand what HTML is and recognize HTML tags • I know a range of HTML tags and can remix a web page • I can create a webpage using HTML 	<ul style="list-style-type: none"> • I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. 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. • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends. • I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation. • I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying. • I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. • I can identify, flag and report inappropriate content. I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). • I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). • I use different passwords for a range of online services. • I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). • I know what to do if my password is lost or stolen. • I can explain what app permissions are and can give some examples from the technology or services I use. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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) • I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet

Computing at Pot Kiln

Intent

Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective and safe way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this through the three strands of information technology, computing science and digital literacy.

Implementation

At our school we want pupils to be MASTERS of technology and not slaves to it. Technology is everywhere and will play a pivotal part in students' lives, therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this.

Impact

We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.