



# Greenfield Primary School Progression Map – Computing

Computing Provision in EYFS							
<b>Reception</b>	<b>Basic Skills</b>	<b>Basic Skills</b>	<b>Basic Skills</b>	<b>Basic Skills</b>	<b>Basic Skills</b>	<b>Basic Skills</b>	
	Children will develop their mark making and create digital artwork.	Children will learn how to make a BeeBot move.	Using laptops and iPads children will use software to build words, hand written and on the keyboard.	Using their learning in Maths, children will group by shape, colour, size and more.	They will draft and edit their work before submitting it.	Children will learn about the digital devices (iPads) that we use in school, preparing them for their Year 1, Autumn 1 unit.	
<b>Project Evolve</b>							
<b>Health, Well-being and Lifestyle:</b>	<b>Copyright and Ownership:</b>	<b>Self-Image and Identity:</b>	<b>Online Reputation:</b>	<b>Online Relationships:</b>	<b>Online Bullying:</b>	<b>Privacy and Security:</b>	<b>Managing Online Information:</b>
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 of these rules	I know that work I create belongs to me. I can name my work so that others know it belongs to me.	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.	I can identify ways that I can put information on the internet.	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 offer examples of how I this can make others feel.	I can identify some simple examples of my personal information (e.g., name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can identify devices I could use to access information on the internet.

Teach Computing					
Computing Systems and Networks		Creating Media		Data and Information	Programming
Year 1	<p>Pupils will be taught:</p> <p><b>Technology around us</b>            To identify technology            To identify a computer and its main parts            To use a mouse in different ways            To use a keyboard to type            To use the keyboard to edit text            To create rules for using technology responsibly</p>	<p>Pupils will be taught:</p> <p><b>Digital painting</b>            To describe what different freehand tools do            To use the shape tool and the line tools            To make careful choices when painting a digital picture            To explain why I chose the tools I used            To use a computer on my own to paint a picture            To compare painting a picture on a computer and on paper</p> <p><b>Digital writing</b>            To use a computer to write            To add and remove text on a computer            To identify that the look of text can be changed on a computer            To make careful choices when changing text            To explain why I used the tools that I chose            To compare writing on a computer with writing on paper.</p>	<p>Pupils will be taught:</p> <p><b>Grouping data</b>            To label objects            To identify that objects can be counted            To describe objects in different ways            To count objects with the same properties            To compare groups of objects            To answer questions about groups of objects</p>	<p>Pupils will be taught:</p> <p><b>Moving a robot</b>            To explain what a given command will do            To act out a given word            To combine forwards and backwards commands to make a sequence            To combine four direction commands to make sequences            To plan a simple program            To find more than one solution to a problem</p> <p><b>Introduction to animation</b>            To choose a command for a given purpose            To show that a series of commands can be joined together            To identify the effect of changing a value            To explain that each sprite has its own instructions            To design the parts of a project            To use my algorithm to create a program</p>	

**Project Evolve**

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	<p>Pupils will explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Pupils will explain why work I create using technology belongs to me. I can say why it belongs to me (e.g., 'I designed it' or 'I filmed it').</p> <p>Pupils will save my work under a suitable title or name so that others know it belongs to me (e.g., filename, name on content). I can understand that work created by others does not belong to me even if I save a copy.</p>	<p>Pupils will recognize 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>Pupils will 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.</p>	<p>Pupils will give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g., video call apps or services).</p> <p>Pupils will explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>Pupils will describe how to behave online in ways that do not upset others and can give examples.</p>	<p>Pupils will explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). 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>Pupils will give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>

**Teach Computing**

	<b>Computing Systems and Networks</b>	<b>Creating Media</b>	<b>Data and Information</b>	<b>Programming</b>
<b>Year 2</b>	<p>Pupils will be taught:</p> <p><b>Information technology around us</b></p> <p>To recognise the uses and features of information technology To identify information technology in the home To identify information technology beyond school To explain how information technology benefits us To show how to use information technology safely To recognise that choices are made when using information technology</p>	<p>Pupils will be taught:</p> <p><b>Digital photography</b></p> <p>To know what devices can be used to take photographs To use a digital device to take a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that images can be changed</p> <p><b>Making music</b></p> <p>To say how music can make us feel To identify that there are patterns in music To describe how music can be used in different ways To show how music is made from a series of notes To create music for a purpose To review and refine our computer work</p>	<p>Pupils will be taught:</p> <p><b>Pictograms</b></p> <p>To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer</p>	<p>Pupils will be taught:</p> <p><b>Robot algorithms</b></p> <p>To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written</p> <p><b>Introduction to quizzes</b></p> <p>To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved.</p>

**Project Evolve**

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	<p>Pupils will 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>Pupils will say how those rules/guides can help anyone accessing online technologies.</p>	<p>Pupils will recognise that content on the internet may belong to other people.</p> <p>Pupils will describe why other people's work belongs to them.</p>	<p>Pupils will explain how other people may look and act differently online and offline</p> <p>Pupils will give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened;</p> <p>Pupils will give examples of how they might get help.</p>	<p>Pupils will explain how information put online about someone can last for a long time.</p> <p>Pupils will describe how anyone's online information could be seen by others.</p> <p>Pupils will know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>Pupils will 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>Pupils will explain who they should ask before sharing things about themselves or others online.</p> <p>Pupils will describe different way to ask for, give, or deny their permission online and can identify who can help them if they are not sure.</p> <p>Pupils will explain why they have a right to say 'no' or 'I will have to ask someone'.</p> <p>Pupils will explain who can help them if they feel under pressure to agree to something they are unsure about or don't want to do.</p> <p>Pupils will identify who can help them if something happens online without their consent.</p> <p>Pupils will explain how it may make others feel if they do not ask their permission or ignore their answers before sharing something about them online.</p> <p>Pupils will explain why they should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>Pupils will explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Pupils will explain why anyone who experiences bullying is not to blame. They will talk about how anyone experiencing bullying may feel.</p>	<p>Pupils will explain how passwords can be used to protect information, accounts and devices.</p> <p>Pupils will explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>Pupils will describe and explain some rules for keeping personal information private (e.g., creating and protecting passwords).</p> <p>Pupils will 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>Pupils will use simple keywords in search engines</p> <p>Pupils will demonstrate how to navigate a simple webpage to get to information they need (e.g., home, forward, back buttons; links, tabs and sections).</p> <p>Pupils will explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri).</p> <p>Pupils will explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>Pupils will explain why some information they find online may not be real or true</p>

Teach Computing				
	Computing Systems and Networks	Creating Media	Data and Information	Programming
<b>Year 3</b>	<p>Pupils will be taught:</p> <p><b>Connecting computers</b>            To explain how digital devices function To identify input and output devices            To recognise how digital devices can change the way we work            To explain how a computer network can be used to share information To explore how digital devices can be connected            To recognise the physical components of a network</p>	<p>Pupils will be taught:</p> <p><b>Stop-frame animation</b>            To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images            To plan an animation            To identify the need to work consistently and carefully To review and improve an animation            To evaluate the impact of adding other media to an animation</p> <p><b>Desktop publishing</b>            To recognise how text and images convey information To recognise that text and layout can be edited            To choose appropriate page settings            To add content to a desktop publishing publication            To consider how different layouts can suit different purposes            To consider the benefits of desktop publishing.</p>	<p>Pupils will be taught:</p> <p><b>Branching databases</b>            To create questions with yes/no answers            To identify the object attributes needed to collect relevant data To create a branching database            To identify objects using a branching database            To explain why it is helpful for a database to be well structured            To compare the information shown in a pictogram with a branching database</p>	<p>Pupils will be taught:</p> <p><b>Sequence in music</b>            To explore a new programming environment I can identify that each sprite is controlled by the commands I choose To explain that a program has a start            To recognise that a sequence of commands can have an order To change the appearance of my project            To create a project from a task description</p> <p><b>Events and actions</b>            To explain how a sprite moves in an existing project            To create a program to move a sprite in four directions To adapt a program to a new context            To develop my program by adding features To identify and fix bugs in a program            To design and create a maze-based challenge.</p>

**Project Evolve**

	<b>Health, Well-being and Lifestyle</b>	<b>Copyright and Ownership</b>	<b>Self-Image and Identity</b>	<b>Online Reputation:</b>	<b>Online Relationships:</b>	<b>Online Bullying:</b>	<b>Privacy and Security</b>	<b>Managing Online Information:</b>
	<p>Pupils will explain why spending too much time using technology can sometimes have a negative impact on anyone;</p> <p>Pupils will give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>Pupils will 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 websites)</p>	<p>Pupils will explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p>Pupils will explain what is meant by the term 'identity'.</p> <p>Pupils will explain how people can represent themselves in different ways online.</p> <p>Pupils will 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>Pupils will explain how to search for information about others online</p> <p>Pupils will give examples of what anyone may or may not be willing to share about themselves online.</p> <p>Pupils will explain the need to be careful before sharing anything personal.</p> <p>Pupils will explain who someone can ask if they are unsure about putting something online.</p>	<p>Pupils will describe ways people who have similar likes and interests can get together online.</p> <p>Pupils will explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>Pupils will explain what is meant by 'trusting someone online', why this is different from '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>Pupils will explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>Pupils will explain how someone's feelings can be hurt by what is said or written online.</p> <p>Pupils will 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 videos).</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>Pupils will describe simple strategies for creating and keeping passwords private.</p> <p>Pupils will give reasons why someone should only share information with people they choose to and can trust.</p> <p>Pupils will explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>Pupils will describe how connected devices can collect and share anyone's information with others.</p>	<p>Pupils will explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g., in videos, memes, posts, new stories etc.</p> <p>Pupils will explain that not all opinions shared may be accepted as true or fair by others (e.g., monsters under the bed).</p> <p>Pupils will 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>

Teach Computing				
	Computing Systems and Networks	Creating Media	Data and Information	Programming
<b>Year 4</b>	<p>Pupils will be taught:</p> <p><b>The internet</b></p> <p>To describe how networks physically connect to other networks To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web</p> <p>To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content</p>	<p>Pupils will be taught:</p> <p><b>Audio editing</b></p> <p>To identify that sound can be digitally recorded To use a digital device to record sound</p> <p>To explain that a digital recording is stored as a file To explain that audio can be changed through editing</p> <p>To show that different types of audio can be combined and played together</p> <p>To evaluate editing choices made</p> <p><b>Photo editing</b></p> <p>To explain that digital images can be changed To change the composition of an image</p> <p>To describe how images can be changed for different uses To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p> <p>To evaluate how changes can improve an image</p>	<p>Pupils will be taught:</p> <p><b>Data logging</b></p> <p>To explain that data gathered over time can be used to answer questions</p> <p>To use a digital device to collect data automatically</p> <p>To explain that a data logger collects 'data points' from sensors over time</p> <p>To use data collected over a long duration to find information To identify the data needed to answer questions</p> <p>To use collected data to answer questions.</p>	<p>Pupils will be taught:</p> <p><b>Repetition in shapes</b></p> <p>To identify that accuracy in programming is important To create a program in a text-based language</p> <p>To explain what 'repeat' means</p> <p>To modify a count-controlled loop to produce a given outcome To decompose a program into parts</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p> <p><b>Repetition in games</b></p> <p>To develop the use of count-controlled loops in a different programming environment</p> <p>To explain that in programming there are infinite loops and count controlled loops</p> <p>To develop a design which includes two or more loops which run at the same time</p> <p>To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition.</p>

**Project Evolve**

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

**Teach Computing**

	<b>Teach Computing</b>			
	<b>Computing Systems and Networks</b>	<b>Creating Media</b>	<b>Data and Information</b>	<b>Programming</b>
<b>Year 5</b>	<p>Pupils will be taught:</p> <p><b>Sharing information</b></p> <p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p>	<p>Pupils will be taught:</p> <p><b>Video editing</b></p> <p>To recognise video as moving pictures, which can include audio</p> <p>To identify digital devices that can record video</p> <p>To capture video using a digital device</p> <p>To recognise the features of an effective video</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p> <p><b>Vector drawing</b></p> <p>To identify that drawing tools can be used to produce different outcomes</p> <p>To create a vector drawing by combining shapes</p> <p>To use tools to achieve a desired effect</p> <p>To recognise that vector drawings consist of layers</p> <p>To group objects to make them easier to work with</p> <p>To evaluate my vector drawing.</p>	<p>Pupils will be taught:</p> <p><b>Flat-file databases</b></p> <p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how grouping and then sorting data allows us to answer questions</p> <p>To explain that tools can be used to select specific data</p> <p>To explain that computer programs can be used to compare data visually</p> <p>To apply my knowledge of a database to ask and answer real-world questions</p>	<p>Pupils will be taught:</p> <p><b>Selection in physical computing</b></p> <p>To control a simple circuit connected to a computer</p> <p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met, eg number of times</p> <p>To conclude that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a controllable system that includes selection</p> <p><b>Selection in games</b></p> <p>To explain how selection is used in computer programs</p> <p>To relate that a conditional statement connects a condition to an outcome</p> <p>To explain how selection directs the flow of a program</p> <p>To design a program which uses selection</p> <p>To create a program which uses selection</p> <p>To evaluate my program.</p>

## Project Evolve

Health, Well-being and Lifestyle	Copyright and Ownership:	Self-Image and Identity	Online Reputation	Online Relationships:	Online Bullying	Privacy and Security	Managing Online Information
<p>Pupils will describe ways technology can affect health and wellbeing both positively (e.g., mindfulness apps) and negatively.</p> <p>Pupils will describe some strategies, tips or advice to promote health and well-being with regards to technology.</p> <p>Pupils will 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>Pupils will 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>Pupils will assess and justify when it is acceptable to use the work of others.</p> <p>Pupils will give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>Pupils will explain how identity online can be copied, modified or altered.</p> <p>Pupils will demonstrate how to make responsible choices about having an online identity, depending on context</p>	<p>Pupils will search for information about an individual online and summarise the information found.</p> <p>Pupils will 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>Pupils will give examples of technology-specific forms of communication (e.g., emojis, memes and GIFS).</p> <p>Pupils will 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>Pupils will explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Pupils will demonstrate how to support others (including those who are having difficulties online).</p>	<p>Pupils will recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>Pupils will describe how what one person perceives as playful joking and teasing might be experienced by others as bullying.</p> <p>Pupils will explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>Pupils will identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>Pupils will explain how to block abusive users.</p> <p>Pupils will describe the helpline services which can help people experiencing bullying, and how to access them (e.g., Childline or The Mix).</p>	<p>Pupils will explain what a strong password is and demonstrate how to create one.</p> <p>Pupils will 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>Pupils will explain what app permissions are and can give some examples.</p>	<p>Pupils will explain the benefits and limitations of using different types of search technologies e.g., voice-activation search engine.</p> <p>Pupils will explain how some technology can limit the information I am presented with.</p> <p>Pupils will explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>Pupils will evaluate digital content and can explain how to make choices about what is trustworthy e.g., differentiating between adverts and search results.</p> <p>Pupils will explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>Pupils will identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads.</p> <p>Pupils will 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>Pupils will 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>Pupils will describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a 'hoax'.</p> <p>Pupils will explain why someone would need to think carefully before they share.</p>

**Teach Computing**

	<b>Computing Systems and Networks</b>	<b>Creating Media</b>	<b>Data and Information</b>	<b>Programming</b>
<b>Year 6</b>	<p>Pupils will be taught:</p> <p><b>Communication</b></p> <p>To identify how to use a search engine                      To describe how search engines select results                      To describe how search engines select results                      To explain how search results are ranked                      To recognise why the order of results is important, and to whom                      To recognise how we communicate using technology                      To evaluate different methods of online communication</p>	<p>Pupils will be taught:</p> <p><b>Web page creation</b></p> <p>To review an existing website and consider its structure                      To plan the features of a web page                      To consider the ownership and use of images (copyright)                      To recognise the need to preview pages                      To outline the need for a navigation path                      To recognise the implications of linking to content owned by other people</p> <p><b>3D modelling</b></p> <p>To use a computer to create and manipulate three-dimensional (3D) digital objects                      To compare working digitally with 2D and 3D graphics                      To construct a digital 3D model of a physical object                      To identify that physical objects can be broken down into a collection of 3D shapes                      To design a digital model by combining 3D objects                      To develop and improve a digital 3D model</p>	<p>Pupils will be taught:</p> <p><b>Spreadsheets</b></p> <p>To identify questions which can be answered using data                      To explain that objects can be described using data                      To explain that formula can be used to produce calculated data                      To apply formulas to data, including duplicating                      To create a spreadsheet to plan an event                      To choose suitable ways to present data</p>	<p>Pupils will be taught:</p> <p><b>Variables in games</b></p> <p>To define a 'variable' as something that is changeable                      To explain why a variable is used in a program                      To choose how to improve a game by using variables                      To design a project that builds on a given example                      To use my design to create a project                      To evaluate my project</p> <p><b>Sensing</b></p> <p>To create a program to run on a controllable device                      To explain that selection can control the flow of a program                      To update a variable with a user input                      To use an conditional statement to compare a variable to a value                      To design a project that uses inputs and outputs on a controllable device                      To develop a program to use inputs and outputs on a controllable device</p>

**Project Evolve**

	<b>Health, Well-being and Lifestyle</b>	<b>Copyright and Ownership</b>	<b>Self-Image and Identity</b>	<b>Online Reputation</b>	<b>Online Relationships</b>	<b>Online Bullying</b>	<b>Privacy and Security</b>	<b>Managing Online Information</b>
	<p>Pupils will describe common systems that regulate age-related content (e.g., PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>Pupils will recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>Pupils will recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>Pupils will assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>Pupils will demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>Pupils will demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p>Pupils will 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>Pupils will describe issues online that could make anyone feel sad, worried, uncomfortable or frightened</p> <p>Pupils will know and can give examples of how to get help, both on and offline.</p> <p>Pupils will explain the importance of asking until they get the help needed.</p>	<p>Pupils will explain the ways in which anyone can develop a positive online reputation.</p> <p>Pupils will explain strategies anyone can use to protect their 'digital personality' and online reputation.</p>	<p>Pupils will explain how sharing something online may have an impact either positively or negatively.</p> <p>Pupils will describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>Pupils will describe how things shared privately online can have unintended consequences for others (e.g., screengrabs).</p> <p>Pupils will 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>Pupils will be able to describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me.</p> <p>Pupils will explain how someone would report online bullying in different contexts.</p>	<p>Pupils will describe effective ways people can manage passwords (e.g., storing them securely or saving them in browser).</p> <p>Pupils will explain what to do if a password is shared, lost or stolen.</p> <p>Pupils will describe how and why people should keep their software and apps up to date, e.g., auto updates.</p> <p>Pupils will describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>Pupils will describe ways in which some online content targets people to gain money or information illegally;</p> <p>Pupils will describe strategies to help me identify such content (e.g., scams, phishing).</p> <p>Pupils will know that online services have terms and conditions that govern their use.</p>	<p>Pupils will describe the difference between online misinformation and dis-information.</p> <p>Pupils will explain why information that is on a large number of sites may still be inaccurate or untrue. Pupils will assess how this might happen (e.g., the sharing of misinformation or disinformation).</p> <p>Pupils will identify, flag and report inappropriate content.</p> <p>Pupils will 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).</p> <p>Pupils will understand the concept of persuasive design and how it can be used to influence peoples' choices</p> <p>Pupils will demonstrate how to analyse and evaluate the validity of 'facts' and information and will explain why using these strategies are important</p> <p>Pupils will explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p>