



COMPUTING Progression Grid

Information Technology

Computer Science

Digital Literacy



| | EARLY YEARS | KEY STAGE 1 | | LOWER KEY STAGE 2 | | UPPER KEY STAGE 2 | |
|------|---|--|---|---|---|--|--|
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| FROG | <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | | <p>Begin to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | | <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> | |
| | <p>I can play on a touch screen game and use computers/keyboards/mouse in roleplay.</p> | <p>I can confidently type words quickly and correctly on a digital device.</p> | <p>I can use the space bar only once between words and use touch to navigate to keys.</p> | <p>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.</p> | <p>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.</p> | <p>I can start to apply other useful effects to my documents such as hyperlinks.</p> | <p>I can confidently choose the best application to demonstrate my learning.</p> |
| | <p>I can type letters with increasing confidence using a keyboard and tablet.</p> | <p>I can use the space bar to make space and delete to delete letters/words.</p> | <p>I can copy and paste images and text.</p> | <p>I can use cut, copy and paste to quickly duplicate and organise text.</p> | <p>Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text.</p> | <p>I can import sounds to accompany and enhance the text in my document.</p> | <p>I can format text to suit a purpose.</p> |
| | | <p>I can make a new line using enter/return.</p> | <p>Use caps locks for capital letters.</p> | | | | |
| | | | <p>I can add images alongside text in a word processed document.</p> | <p>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.</p> | <p>Use font sizes appropriately for audience and purpose.</p> | <p>I can organise and reorganise text on screen to suit a purpose.</p> | <p>I can publish my documents online regularly and discuss the audience and purpose of my content.</p> |
| | <p>I can dictate short, clear sentences into a digital device.</p> | <p>I can dictate into a digital device more accurately and with punctuation.</p> | <p>I can dictate longer passages into a digital device with accurate punctuation.</p> | | <p>Use spell check and thesaurus including through Siri and other AI technology.</p> | | |

Word Processing / Typing

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| I can identify a chart. | I can sort images or text into two or more categories on a digital device. | 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 create my own sorting diagram and complete a data handling activity with it using images and text. | I can create my own online multiple choice questionnaire. | I can create and publish my own online questionnaire and analyse the results. | I can write spreadsheet formulae to solve more challenging maths problems. |
| I can sort physical objects, take a picture and discuss what I have done. | I can collect data on a topic. | | I understand how data is collected. | | I can create and publish my own online quiz with a range of media (images and video) | |
| I can present simple data on a digital device. | I can create a tally chart and pictogram. | I can create a branching database using questions. | I can start to input simple data into a spreadsheet. | I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. | I can use simple formulae to solve calculations including =sum and other statistical functions | |
| | | I can record myself explaining what I have done and what it shows me. | I can orally record myself explaining what the data shows me. | I can create a feelings chart exploring a story or character's feelings. | I can edit and format different cells in a spreadsheet. | |

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| I can record my voice over a picture. | I can add labels to an image. | I can add voice labels to an image. | I can create an interactive comic with sounds, formatted text and video. | I can create an interactive quiz eBook introducing hyperlinks. | I can collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 | I can create a web site which includes a variety of media. |
| I can create a simple digital collage. | I can order images to create a simple storyboard. | I can add a voice recording to a storyboard. | I can annotate an image with videos | I can create an eBook with text, images and sound. | I can create and export an interactive presentation including a variety of media, animations, transitions and other effects. | I can design an app prototype that links multimedia pages together with hyperlinks. |
| I can move and resize images with my fingers or mouse. | I can create a simple spider diagram. | I can add speech bubbles to an image to show what a character thinks. | I can create a simple web page. | I can create a presentation demonstrating my understanding with a range of media. | I can create an interactive guide to an image by embedding digital content and publishing it online. | I can choose applications to communicate to a specific audience. |
| | I can sequence a series of pictures to explain my understanding of a topic. | I can import images to a project from the web and camera roll. | I can create a simple digital timeline/mindmap. | I can create a digital timeline/mindmap and include different media - sound and video. | I can create a webpage and embed video. | I can evaluate my own content and consider ways to improvements. |

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I can animate a simple image to speak in role.

I can add filters and stickers to enhance an animation of a character.

I can create multiple animations of an image and edit these together.

I can create animations of faces to speak in role with more life-like realistic outcomes.

I can take multiple animations of a character I have created and edit them together for a longer video.

I can record animations of different characters and edit them together to create an interview.

I can mix animations and videos recordings of myself to create video interviews.

I can create a simple animation to tell a story including more than one character.

I can create an animation to tell a story with more than one scene.

I can create a simple stop motion animation.

I can improve stop motion animation clips with techniques like onion skinning.

I can use software to create a 3D animated story.

I can add green screen effects to a stop motion animation.

I can plan, script and create a 3D animation to explain a concept or tell a story.

I can add my own pictures to my story animation.

I can explain how an animation/flip book works.

I can use animation tools in presenting software to create simple animations.

I can use line draw tool to create animations.

I can create flip book animation using digital drawings and export as a Gif or video.

I can choose and create different types of animations to best explain my learning.

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| <p>I know the difference between a photography and video.</p> | <p>I can record a film using the camera app.</p> | <p>I can write and record a script using a teleprompter tool.</p> | <p>I can sequence clips of mixed media in a timeline and record a voiceover.</p> | <p>I can add music and sound effects to my films.</p> | <p>I can use cutaway and split screen tools in iMovie.</p> | <p>I can use the green screen masking tool with more than one character.</p> |
| <p>I can record a short film using the camera.</p> | <p>I can select images and record a voiceover.</p> | <p>I can use tools to add effects to a video.</p> | <p>I can trim and cut film clips and add titles and transitions.</p> | <p>I can add animated titles and transitions.</p> | <p>I can evaluate and improve the best video tools to best explain my understanding.</p> | <p>I can use picture in picture tools in iMovie.</p> |
| <p>I can record and play a film.</p> | <p>I can highlight and zoom into images as I record.</p> | <p>I can begin to use green screen techniques with support.</p> | <p>I can independently create a green screen clip.</p> | <p>I can add simple subtitles to a video clip.</p> | <p>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.</p> | <p>I can add animated subtitles to my film to further enhance my creation.</p> |
| <p>I can watch films back.</p> | | | <p>I can create my own movie trailer.</p> | <p>I can use confidently use green screen adding animated backgrounds.</p> | | <p>I can create videos using a range of media - green screen, animations, film and image.</p> |

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| <p>I can take a photograph.</p> | <p>I can edit a photo with simple tools.</p> | <p>I can edit a photo (crop, filters, mark up etc).</p> | <p>I can confidently take and manipulate photos.</p> | <p>I can enhance digital images and photographs using crop, brightness, contrast & resize.</p> | <p>I can make a digital photo using camera settings.</p> | <p>I can edit a picture to remove items, add backgrounds, merge 2 photos.</p> |
| <p>I can take a photograph and use it in an app.</p> | <p>I can use a paint/drawing app to create a digital image.</p> | <p>I can select and use tools to create digital imagery - controlling the pen and using the fill tool.</p> | <p>I can create a digital image using a range of tools, pens, brushes and effects.</p> | <p>I can manipulate shapes to create digital art.</p> | <p>I can enhance digital photos and images using crop, brightness and resize tools.</p> | <p>I can evaluate and discuss images explaining effects and filters that have been used to enhance the media.</p> |
| <p>I can use a painting app and explore the paint and brush tools.</p> | <p>I can begin to cut out an image to layer on another image.</p> | <p>I can cut images with accuracy to layer on other images.</p> | <p>I can create transparent images with Instant Alpha.</p> | <p>I can draw a series of images and export as an animated GIF.</p> | <p>I can link and explain how to photoshop images and how this is used in the media.</p> | <p>Use a 3D drawing app to create a realistic representation of world objects.</p> |

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| <p>I can scan a QR code.</p> | <p>I can explore an interactive 360 image.</p> | <p>I can draw my own 360 image and explore it in VR.</p> | <p>I can create my own digital 360 image and explore it in VR.</p> | <p>I can create my own 360 video.</p> | <p>I can create an interactive VR experience.</p> | <p>I can create and upload my own VR Google Expedition.</p> |
| <p>I can explore a 360 image.</p> | <p>I can scan a trigger image to begin an AR experience.</p> | <p>I can bring objects into my surroundings using Augmented Reality.</p> | <p>I can create my own images and bring it into my surroundings through AR.</p> | <p>I can use the camera to create a 360 image.</p> | <p>I can create an animated object and bring it into my surroundings through AR.</p> | <p>I can create an interactive poster using AR.</p> |
| <p>I can talk about AR objects in my class.</p> | <p>I can pretend to interact with AR objects.</p> | <p>I can create my own QR code.</p> | | <p>I can add multiple objects into my surroundings through AR to explain a concept.</p> | <p>I can create an AR experience using objects I have created to explain a concept.</p> | <p>I can explain how VR and AR works.</p> |

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| <p>I can record sounds with different resources.</p> | <p>I can create a sequence of sounds (instruments, apps/software).</p> | <p>Create a musical composition using software.</p> | <p>I can create and edit purposeful compositions using music software to create mood or a certain style.</p> | <p>Edit sound effects for a purpose.</p> | <p>Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast.</p> | <p>Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast).</p> |
| <p>I can find ways to change your voice (tube, tin can, shouting to create an echo).</p> | <p>I can explore short and long sounds.</p> | <p>I can record my own sound effects.</p> | <p>I can experiment with live loops to create a song.</p> | <p>Create a simple four chord song following the correct rhythm.</p> | <p>Create a remix of a popular song.</p> | <p>Compose a soundtrack that can be added to a film project.</p> |
| <p>I can record sounds/voices in storytelling and explanations.</p> | <p>I can record my voice and add different effects.</p> | <p>I can record my voice over compositions to perform a song.</p> | | <p>I can record a radio broadcast or audiobook.</p> | | |

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| <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> | <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> | | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> | | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> | |
| <p>I can follow simple oral algorithms.</p> | <p>I understand what algorithms are.</p> | <p>I can write algorithms for everyday tasks.</p> | <p>I can create algorithms for use when programming.</p> | <p>I can use abstraction to focus on what's important in my design.</p> | <p>I can solve problems by decomposing them into smaller parts.</p> | <p>I can recognise, and make use, of patterns across programming projects.</p> |
| <p>I can spot simple patterns.</p> | <p>I can write simple algorithms.</p> | <p>I can use logical reasoning to predict the outcome of algorithms.</p> | <p>I can decompose tasks (such as animations) into separate steps to create an algorithm.</p> | <p>I can write increasingly more precise algorithms for use when programming.</p> | <p>I can use selection in algorithms.</p> | <p>I can write precise algorithms for use when programming.</p> |
| <p>I can sequence simple familiar tasks.</p> | <p>I understand the sequence of algorithms is important.</p> | <p>I understand decomposition is breaking objects/processes down.</p> | <p>I understand abstraction is focusing on important information.</p> | <p>I can use simple selection in algorithms.</p> | <p>I can recognise the need for conditions in repetition within algorithms.</p> | <p>I can identify variables needed and their use in selection and repetition.</p> |
| | <p>I can debug simple algorithms.</p> | <p>I can implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino).</p> | <p>I can identify patterns in an algorithm I can use repetition in algorithms.</p> | <p>I can use logical reasoning to detect and correct errors in programs.</p> | <p>I can use logical reasoning to explain how a variety of algorithms work.</p> | <p>I can decompose code into sections for effective debugging.</p> |

I understand that algorithms are implemented as programs on digital devices.

I can debug algorithms.

I can use logical reasoning to detect and correct errors in algorithms.

I can critically evaluate my work and suggest improvements.

I can evaluate my work and identify errors.

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| <p>I can use a mouse, touch screen or appropriate access device to target and select options on screen.</p> | <p>I can create a simple program e.g. sequence of instructions for a Bee Bot.</p> | <p>I understand programs execute by following precise and unambiguous instructions.</p> | <p>I can design and create programs.</p> | <p>I can use simple selection in programs.</p> | <p>I can create programs by decomposing them into smaller parts.</p> | <p>I can use a range of sequence, selection and repetition commands combined with variables as required to implement my design.</p> |
| <p>I can input a simple sequence of commands to control a digital device with support (Bee Bot).</p> | <p>I can use sequence in programs I can locate and fix bugs in my program.</p> | <p>I can create programs on a variety of digital devices.</p> | <p>I can write programs that accomplish specific goals.</p> | <p>I can work with various forms of output.</p> | <p>I can use selection in programs.</p> | <p>I can create procedures to hide complexity in programs.</p> |

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| | I can debug programs of increasing complexity. | I can use repetition in programs I can work with various forms of input. | I can use logical reasoning to systematically detect and correct errors in programs. | I can use conditions in repetition commands. | I can identify and write generic code for use across multiple projects. |
| | I can use logical reasoning to predict the outcome of simple programs. | | I can work with various forms of output. | I can work with variables. | I can critically evaluate my work and suggest improvements. |
| | | | | I can create programs that control or simulate physical systems. | I can identify and use basic HTML tags (See Computer Networks objectives). |
| | | | | I can evaluate my work and identify errors. | |

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

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Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

I understand that computers in a school are connected together in a network.

I understand that servers on the Internet are located across the planet.

I understand how we view web pages on the Internet.

I understand what HTML is and recognise HTML tags.

I understand why computers are networked.

I understand how email is sent across the Internet.

I use search technologies effectively.

I know a range of HTML tags and can remix a web page.

I understand the difference between the Internet and the World Wide Web (WWW).

I understand how the Internet enables us to collaborate.

I understand that web spiders index the web for search engines.

I can create a webpage using HTML.

I appreciate how pages are ranked in a search engine.

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| <p>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.</p> | <p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> | <p>I can explain how other people's identity online can be different to their identity in real life.</p> | <p>I can explain what is meant by the term 'identity'.</p> | <p>I can explain how my online identity can be different to the identity I present in 'real life'.</p> | <p>I can explain how identity online can be copied, modified or altered.</p> | <p>I can describe ways in which media can shape ideas about gender.</p> |
| <p>I can explain how this could be either in real life or online.</p> | <p>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.</p> | <p>I can describe ways in which people might make themselves look different online.</p> | <p>I can explain how I can represent myself in different ways online.</p> | <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> | <p>I can demonstrate responsible choices about my online identity, depending on context.</p> | <p>I can identify messages about gender roles and make judgements based on them.</p> |
| | <p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I</p> | <p>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</p> | | <p>I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> | | |

can give
examples of
how I might get
help.

avatar; social
media).

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.

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| <p>I can recognise some ways in which the internet can be used to communicate.</p> | <p>I can use the internet with adult support to communicate with people I know.</p> | <p>I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/country).</p> | <p>I can describe ways people who have similar likes and interests can get together online.</p> | <p>I can describe strategies for safe and fun experiences in a range of online social environments.</p> | <p>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.</p> | <p>I can show I understand my responsibilities for the well-being of others in my online social group.</p> |
| <p>I can give examples of how I (might) use technology to communicate with people I know.</p> | <p>I can explain why it is important to be considerate and kind to people online.</p> | <p>I can give examples of how I might use technology to communicate with others I don't know well.</p> | <p>I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</p> | <p>I can give examples of how to be respectful to others online.</p> | <p>I can make positive contributions and be part of online communities.</p> | <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> |
| | | | <p>I can explain some risks of communicating online with others I don't know well.</p> | | <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> | <p>I can demonstrate how I would support others (including those who are having difficulties) online.</p> |

I can explain how my and other people's feelings can be hurt by what is said or written online.

I can demonstrate ways of reporting problems online for both myself and my friends.

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'.

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| <p>I can identify ways that I can put information on the internet.</p> | <p>I can recognise that information can stay online and could be copied.</p> | <p>I can explain how information put online about me can last for a long time.</p> | <p>I can search for information about myself online.</p> | <p>I can describe how others can find out information about me by looking online.</p> | <p>I can search for information about an individual online and create a summary report of the information I find.</p> | <p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> |
| <p>I can describe what information I should not put online without asking a trusted adult first.</p> | | <p>I know who to talk to if I think someone has made a mistake about putting something online.</p> | <p>I can recognise I need to be careful before I share anything about myself or others online.</p> | <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p> | <p>I can describe ways that information about people online can be used by others to make judgments about an individual.</p> | <p>I can describe some simple ways that help build a positive online reputation.</p> |
| <p>I know who I should ask if I am not sure if I should put something online.</p> | | | | | | |

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| <p>I can describe ways that some people can be unkind online.</p> | <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> | <p>I can give examples of bullying behaviour and how it could look online.</p> | <p>I can explain what bullying is and can describe how people may bully others.</p> | <p>I can identify some online technologies where bullying might take place.</p> | <p>I can recognise when someone is upset, hurt or angry online.</p> | <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> |
| <p>I can offer examples of how this can make others feel.</p> | | <p>I understand how bullying can make someone feel.</p> | <p>I can describe rules about how to behave online and how I follow them.</p> | <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> | <p>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> | <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p> |
| | | <p>I can talk about how someone can/would get help about being bullied online or offline.</p> | | <p>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</p> | <p>I can explain how to block abusive users.</p> | |

them (their
reputation).

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).

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| <p>I can talk about how I can use the internet to find things out.</p> | <p>I can use the internet to find things out.</p> | <p>I can use keywords in search engines.</p> | <p>I can use key phrases in search engines.</p> | <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</p> | <p>I can use different search technologies.</p> | <p>I can use search technologies effectively.</p> |
| <p>I can identify devices I could use to access information on the internet.</p> | <p>I can use simple keywords in search engines.</p> | <p>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).</p> | <p>I can explain what autocomplete is and how to choose the best suggestion.</p> | <p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> | <p>I can evaluate digital content and can explain how I make choices from search results.</p> | <p>I can explain how search engines work and how results are selected and ranked.</p> |

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| <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p> | <p>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.</p> | <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> | <p>I can explain how the internet can be used to sell and buy things.</p> | <p>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.</p> | <p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p> | <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> |
| | <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> | <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> | <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> | <p>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'.</p> | <p>I can describe how some online information can be opinion and can offer examples.</p> | |
| | <p>I can explain why some information I find online may not be true.</p> | | <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> | <p>I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'.</p> | <p>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').</p> | |

I can explain why I need to think carefully before I forward anything online.

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 explain why some information I find online may not be honest, accurate or legal.

I can identify, flag and report inappropriate content.

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).

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| <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> | <p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> | <p>I can explain simple guidance for using technology in different environments and settings.</p> | <p>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).</p> | <p>I can explain how using technology can distract me from other things I might do or should be doing.</p> | <p>I can describe ways technology can affect healthy sleep and can describe some of the issues.</p> | <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> |
| <p>I can give some simple examples.</p> | <p>I can give examples of some of these rules.</p> | <p>I can say how those rules/guides can help me.</p> | | <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p> | <p>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> | <p>I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture,</p> |

sleep, diet and exercise).

I can suggest strategies to help me limit this time.

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).

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| <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> | <p>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).</p> | <p>I can describe why other people's work belongs to them.</p> | <p>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.</p> | <p>I can explain what a strong password is.</p> | <p>I can create and use strong and secure passwords.</p> | <p>I use different passwords for a range of online services.</p> |
| <p>I can describe the people I can trust and can share this with; I can explain why I can trust them.</p> | <p>I can explain why I should always ask a trusted adult before I share any information about myself online.</p> | <p>I can recognise that content on the internet may belong to other people.</p> | <p>I understand and can give reasons why passwords are important.</p> | <p>I can describe strategies for keeping my personal information private, depending on context.</p> | <p>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.</p> | <p>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> |

I can explain how passwords can be used to protect information and devices.

I can describe simple strategies for creating and keeping passwords private.

I can explain that others online can pretend to be me or other people, including my friends.

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 know what to do if my password is lost or stolen.

I can describe how connected devices can collect and share my information with others.

I can suggest reasons why they might do this.

I can explain what app permissions are and can give some examples from the technology or services I use.

I can explain how internet use can be monitored.

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).

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| <p>I know that work I create belongs to me.</p> | <p>I can explain why work I create using technology belongs to me.</p> | <p>I can describe why other people's work belongs to them.</p> | <p>I can explain why copying someone else's work from the internet without permission can cause problems.</p> | <p>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.</p> | <p>I can assess and justify when it is acceptable to use the work of others.</p> | <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> |
| <p>I can name my work so that others know it belongs to me.</p> | <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> | <p>I can recognise that content on the internet may belong to other people.</p> | <p>I can give examples of what those problems might be.</p> | <p>I can give some simple examples.</p> | <p>I can give examples of content that is permitted to be reused.</p> | <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> |
| <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p> | | | | | | |