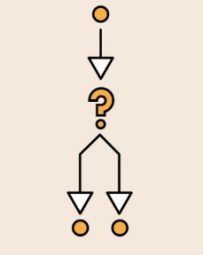
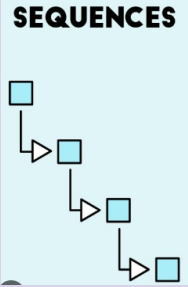


The Echelford Primary School - Computing Progression Document



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programming						
Knowledge:						

<p>LO: I can predict the behaviour of simple programs</p> <p>Begin to understand that programs work by following instructions</p> <p>Develop reasoning to predict the behaviour of simple programs</p> <p>Predicting is when you use evidence to say what might happen next.</p> <p>LO: I am learning to understand what the word algorithm means and how they are implemented on digital devices.</p> <p>Begin to develop an understanding of algorithms</p> <p>Create simple programs and begin to debug them</p> <p>An algorithm is a set of instructions.</p> <p>A simple program is a set of instructions.</p> <p>Instructions can include: turn left, right, forwards and backwards.</p> <p>Instructions can be verbal or through a simple program.</p>	<p>LO: I can use logical reasoning to predict what actions will occur in a simple program.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Logical reasoning is being able to explain why something happens using facts and knowledge that we know to be true.</p> <p>Predicting is when I guess what is going to happen next</p> <p>LO: I am learning that programs work by following precise and unambiguous instructions.</p> <p>Understand that programs execute by following precise and unambiguous instructions</p> <p>Precise means: To be exact or accurate. Unambiguous means: to be clear.</p> <p>I can create and debug simple programs.</p> <p>Understand what algorithms are</p> <p>Understand how algorithms are implemented as programs on digital devices</p>	<p>LO: I am learning to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Detect errors in algorithms and programs</p> <p>Begin to solve problems by decomposing them into smaller parts</p> <p>Design means: To plan something to be built or carried out.</p> <p>A specific goal is: A target that can be evaluated as achieved or not achieved.</p> <p>Debugging means to identify and remove errors in a programme.</p> <p>LO: I am learning to create an algorithm using sequences.</p> <p>Start to use sequence and selection in programs</p> <p>Start to use reasoning to understand how algorithms work</p>	<p>LO: I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Use logical reasoning to understand how algorithms work</p> <p>Start to use sequence, selection and repetition in programs</p> <p>Write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Controlling or simulating physical systems is to create an algorithm for a physical system such as: robotics, motors and sensors.</p> <p>Controlling means: to determine the behaviour of something.</p> <p>LO: I am learning to create algorithms using various forms of input and output.</p> <p>Work with variables and various forms of input/output</p> <p>Input is: data that is entered into or received by a computer</p>	<p>LO: I am learning to create algorithms using sequence and selection and begin to use repetition in programs.</p> <p>Use sequence, selection and repetition in programs</p> <p>Selection is a set of questions to narrow down options when there is more than one available</p> <p>SELECTIONS</p>  <p>LO: I am learning to detect and correct errors in algorithms and programs.</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs</p> <p>Detect means: to discover or identify.</p>	<p>LO: I am learning to use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs (Spring 2 -Chocolate Game)</p> <p>Logical reasoning determines if algorithms will work by predicting what happens when the algorithm's steps - and the rules they consist of - are followed.</p> <p>LO: I am learning to create algorithms including variables using various forms of input and output.</p> <p>Use sequence, selection and repetition accurately in programs</p> <p>Accurately manipulate a wide range of variables and various forms of input/output</p>
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	<p>Debugging means to fix a problem in my programme.</p>	<p>Create and debug simple programs</p> <p>A simple program is a set of instructions that complete a task.</p> <p>Debugging means to identify and remove errors in a programme.</p> <p>To debug the code, there might be lots of possible errors. To check if the code has been debugged, we need to test the new code and amend if necessary.</p>	<p>A sequence is: a series of events that must be performed in order to achieve a task.</p> <p>SEQUENCES</p>  <p>Algorithms work when instructions are sequenced and actioned. They do not work when they are sequenced incorrectly.</p> <p>I am learning to select and use a variety of software (including internet services) on a range of digital devices to create content that accomplishes a given goal.</p> <p>Begin to work with various forms of input/output</p> <p>Use a variety of software on digital devices</p> <p>Software is the programs, or instructions, that tell the hardware what to do.</p>	<p>Output is: how the computer presents the results of the process.</p> <p>LO: I am learning to solve problems by decomposing them into smaller parts.</p> <p>Detect and correct errors in algorithms and programs</p> <p>Begin to solve problems by decomposing them into smaller parts</p> <p>Decomposing means: To break apart, to split.</p> <p>I am learning to select, use and combine a variety of software (including internet services) on a range of digital devices to create range of programs and content that accomplish a given goal</p> <p>Select and use a variety of software on digital devices</p> <p>Start to use sequence, selection and repetition in programs</p> <p>Programs are a defined set of algorithms or processes that are completed in order to achieve a task</p> <p>Create means to bring into existence.</p>	<p>I am learning 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 and content that accomplish a given goal.</p> <p>Write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Express own ideas by selecting, using and combining a variety of software on digital devices to design and create programs</p> <p>Design means to plan the structure or form of something.</p> <p>Accurately manipulate variables and various forms of input/output</p>	<p>Variables are used in computer programming to store information. Variables could be used to store the score in a game, the number of cars in a car park or the cost of items on a till.</p> <p>I am learning to use and combine a variety of software (including internet services) on a range of digital devices to design a system that accomplishes a given goal.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs</p> <p>A system is a number of things (parts, components, people) that work together to complete or perform a task. A modern washing machine is an example of a digital system, a parcel locker.</p>
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			Digital devices are pieces of hardware for computers. Content is the output of a task. Accomplishing a given goal means to achieve the outcome set.			
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Using Technology:

Knowledge:

<p>L.O. To select and use technology for a particular purpose</p>	<p>I am learning to use technology purposefully to create, store and retrieve digital content.</p> <p>Use technology to create, store and retrieve digital content</p> <p>Digital content is any content that exists in the form of digital data. E.g photos, text or videos.</p> <p>Something purposeful is done on purpose: it's meant to achieve an aim</p> <p>Seesaw is used to create and retrieve digital content.</p> <p>Storing digital content means to save and keep to be able to use it again.</p> <p>I am learning to recognise some common uses of technology beyond school.</p> <p>Begin to recognise common uses of information technology beyond school</p> <p>Common uses of technology beyond school are: traffic lights, shop tills, mobile phones, video door bells, TV.</p>	<p>I am learning to use technology to create, organise, store, retrieve and manipulate digital content.</p> <p>Use technology purposefully to create, store, retrieve, organise and manipulate digital content</p> <p>Organise is to arrange something in a systematic order. E.g learning in the order of when it was completed.</p> <p>To store is to keep something for use as needed.</p> <p>Manipulation is a process in which something is altered in some way that can be fairly subtle or quite dramatic.</p> <p>I am learning to recognise many common uses of technology beyond school.</p> <p>Recognise common uses of information technology beyond school</p> <p>Common uses of technology beyond school are: traffic lights, shop tills, mobile phones, video door bells, TV, SatNav</p>	<p>LO: I am learning to understand that computers have networks that include the internet.</p> <p>Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web</p> <p>A computing network is where computing devices can exchange data and share resources with each other. They might be connected through the internet.</p> <p>LO: I am learning to use search technologies effectively. (Key words)</p> <p>Use some search technologies effectively and appreciate how results are selected</p> <p>Decide which questions to ask when using search engines</p> <p>Search engines are like libraries of the internet.</p> <p>Keywords are a combination of words you use to search for the information you are looking for.</p> <p>Words you enter into a search engine need to be relevant.</p>	<p>LO: I am learning to understand how computer networks can provide multiple services such as the world wide web.</p> <p>Understand computer networks including the internet and how they provide multiple services such as the World Wide Web</p> <p>The world wide web are the pages you see when you're at a device and you're online.</p> <p>The internet is the network of connected computers that the web works on, as well as what emails and files travel across.</p> <p>I am learning how search results are selected and ranked.</p> <p>Use search technologies effectively and appreciate how results are selected and ranked</p> <p>Evaluate the reliability of digital content</p> <p>Begin to ask and answer questions based on the reliability of digital content</p> <p>Search engine follows rules to rank relevant pages, and suggest some of the criteria that a search engine checks to decide on the order of</p>	<p>I am learning to understand the opportunities computer networks offer for communication and collaboration.</p> <p>Recognise the opportunities computer networks offer for communication and collaboration</p> <p>A computer network is a number of computers linked together to allow them to "talk" to each other and share resources.</p> <p>Networked computers can share hardware, software and data.</p> <p>You can open files and documents on different computers that are in the same computer network.</p> <p>I am learning to use search technologies effectively (quotations)</p> <p>Use a wide range of search technologies effectively and appreciate how results are selected and ranked</p> <p>Be discerning in evaluating the reliability of digital content</p> <p>Using quotations helps to 'filter' search results to make internet searching more reliable</p> <p>Use "quotation marks"</p>	<p>I am learning to be discerning in evaluation digital content (internet search)</p> <p>Appreciate how results are selected and ranked and use this to retrieve accurate content</p> <p>Be discerning in evaluating the reliability of digital content</p> <p>Discerning means to decide if the information you see is the right information you are looking for.</p> <p>You can check if a website is reliable by looking at the URL. Addresses which end with .sch.uk, .ac.uk or .gov.uk are educational or government websites so are usually reliable.</p> <p>If you have doubts about how reliable a piece of content is you can check it by looking at other sites. If they all say the same thing it is probably accurate</p> <p>I am learning to use a variety of software to collect, analyse, evaluate and present data and information</p> <p>Be discerning in evaluating the reliability of digital content</p> <p>Analysing is breaking a complex topic or</p>
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			You need to think about the number of keywords that you use. If you use too few keywords you could get too many results and they won't all be relevant.	results. Search engines sort results to show you the ones they think are the most useful.	around a set of words to find an exact phrase. I am learning to use a variety of software to collect and present data and information Present means to show data in a way that is meaningful for others e.g graph or chart Information is knowledge obtained from investigation, study, or instruction. Data is information that has been collected over a time period.	substance into smaller parts to gain a better understanding of it. Evaluating is the process of deciding if you've done something the best way, and looking at what could be improved. Use the opportunities computer networks offer for communication and collaboration
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E-Safety - Autumn 1 - Managing Online Information, - Privacy and Security, - Copyright and Ownership Knowledge

<p>LO: I can talk about how to use the internet as a way of finding information online and identify devices I could use to access information on the internet</p> <p>The internet is used to find out things online, such as facts about animals. I can use a computer, phone, or tablet to access information on the internet.</p> <p>LO: I can identify some simple examples of my personal information and</p>	<p>I can identify devices I could use to access information on the Internet and give simple examples of how to find information using digital technologies (e.g. search engines, voice-activated searching).</p> <p>I can use a computer, phone, or tablet to access information on the internet and use search engines such as google or safari.</p> <p>I can identify some simple examples of my</p>	<p>I can use simple keywords in search engines.</p> <p>I can explain what voice activated searching is and how it might be used, and I know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>Voice activated searching is where I use my voice to activate a search engine or feature on a device.</p> <p>I can explain the difference between things that are imaginary,</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online and I can explain what autocomplete is and how to choose the best suggestion.</p> <p>Key phrases enable me to retrieve specific information when using a search engine.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>Online sites, such as ebay and Amazon,</p>	<p>I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content.</p> <p>I think this information is accurate because...</p> <p>I can describe how to search for information within a wide group of technologies.</p> <p>I can use social media, a search engine, etc... to find information.</p>	<p>I can evaluate digital content and can explain how to make choices about what is trustworthy.</p> <p>This content is trustworthy because it comes from a known source, etc..</p> <p>I can explain key concepts, including , validity, reliability and evidence.</p> <p>Validity is when information is logically or factually sound.</p>	<p>I can describe the difference between online misinformation and disinformation.</p> <p>Misinformation is sharing unintentionally misleading or false information</p> <p>Disinformation is intentionally sharing misleading or false information</p> <p>I can define the terms 'influence', 'manipulation' and</p>
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<p>describe someone trustworthy I could share this information with.</p> <p>My name, address, birthday, and age are personal pieces of information and I can share them with my family or a close friend.</p> <p>LO: I know that the work I create belongs to me, I can name my work, and express how I felt when I created this work.</p>	<p>personal information (e.g. name, address, birthday, age, location).</p> <p>My name, address, birthday, and age are personal pieces of information and I can share them with my family or a close friend.</p> <p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>A password is used to stop people from accessing my information, accounts, and devices.</p> <p>I know that the work I create belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I understand that work created by others does not belong to me even if I save a copy</p>	<p>made up or make believe and things that are true or real.</p> <p>If something is made up it is not real. Things that are true, exist.</p> <p>I can explain why some information I find online may not be real or true.</p> <p>Some information online is not real or true because anyone can add and contribute information to search engines.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private' and I can describe and explain some rules for keeping personal information private</p> <p>Keeping things private means not sharing information with other people. One way to keep personal information private is to create and use a password.</p> <p>I can recognise that content on the internet may belong to other people and I can describe why other people's work belongs to them.</p>	<p>enable me to buy things online. Sites such as Etsy enable me to sell products online.</p> <p>I can explain the difference between a belief, an opinion and a fact and can give examples of how and where they might be shared online.</p> <p>A belief is a personal acceptance that something exists or is true. An opinion is a view someone holds on a specific topic. A fact is a piece of information that is accurate. People can share their beliefs and opinions online through social media, videos, memes, and news stories.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others.</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>I can talk to my teacher, a parent/ carer, or a family member if i am feeling sad or uncomfortable about what I have seen online.</p> <p>I can describe simple strategies for creating and keeping passwords</p>	<p>I can describe some of the methods used to encourage people to buy things online.</p> <p>Advertising offers, in-app purchases, and pop-ups are used to encourage people to buy things online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>I can explain that technology can be designed to act like, or impersonate, living things (eg; bots) and describe what the benefits and the risks might be.</p> <p>One benefit of using bots is...</p> <p>I can explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p> <p>Fake news is when people share information online that is made up and not real. People create fake news to harm others and to make money.</p> <p>I can explain that internet use is never fully private and is monitored and I can describe how some</p>	<p>Reliability is where information is trustworthy.</p> <p>Evidence is information that supports a statement or claim.</p> <p>I can 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>A stereotype is a widely held, pre-existing idea or misconception about a group of people or things.</p> <p>I can explain what is meant by a hoax. I can explain why someone would need to think carefully before they share.</p> <p>A hoax is a prank or a joke. Someone should think carefully before they share a hoax as it could negatively impact someone and how they are seen by others.</p> <p>I can describe ways technology can affect health and well-being positively (e.g. mindfulness apps) and negatively.</p>	<p>'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news.</p> <p>Influence means when someone or something affects someone else's opinions or decisions</p> <p>Manipulate means to controlling someone or something to your own advantage</p> <p>Persuasion is to convince someone about a belief, opinion or idea.</p> <p>Someone might encounter influence, manipulation or persuasion online through the use of advertising, ad targeting or fake news.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>Ways to increase your privacy settings: ensure regular software updates on apps and devices; blocking ad pop ups and changing passwords regularly.</p> <p>I can demonstrate how to make references to, and acknowledge,</p>
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			<p>private.</p> <p>I can create a password by using a combination of letters and numbers, and capital letters and punctuation. I should only share my passwords with people I trust.</p> <p>I can explain that if they are not sure who to share information with or feel pressured, they should tell a trusted adult.</p> <p>I can tell a trusted adult if I am worried or feel pressured into sharing my personal information.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p> <p>Online devices collect cookies and data and share it with companies and other people.</p> <p>I can explain why copying someone else's work from the internet without permission isn't fair and can</p> <p>explain what problems this might cause.</p> <p>Copying someone else's work from the internet is not fair because it is</p>	<p>online services may seek consent to store information about me.</p> <p>Some online services collect cookies and data when using their sites to gather information on my online activity.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p>The digital age of consent is 13. Before this age, I cannot give consent to an online service without permission.</p> <p>I can give some simple examples of content which I must not use without permission from the owner (e.g. videos, music, images).</p>		<p>sources I have used from the internet.</p> <p>To make reference to sources on the internet you need to create a citation.</p> <p>To create a citation you need to: name of the writer or company; name the year it was written or taken (this is usually in brackets); name the title of the article (in italics) or page; name the URL of the website; add the date you accessed it [in square brackets].</p> <p>Example: National Geographic. (2006). Plains Zebra. [online] Available</p>
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E-Safety - Autumn 2 - Online Bullying Knowledge

<p>LO: I can describe ways that some people can be unkind online and I can offer examples of how this can make others feel.</p> <p>People can be unkind online by saying unkind things, using rude words, or not letting me join in a game, and this makes me feel sad.</p>	<p>LO: I am learning to describe ways that some people can be unkind online.</p> <p>Being unkind is saying or doing something that hurts someone's feelings. Children can be unkind by calling someone an unkind name.</p> <p>LO: I am learning to explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Bullying is: Unwanted and consistent unkind behaviour.</p> <p>Someone might bully by: Say things that upset others on purpose, do something that hurts someone on purpose, encouraging others to join in with these unkind behaviours.</p> <p>Bullying can make someone feel: Sad, left out,</p> <p>I am learning to describe how to behave online in ways that do not upset others and can give examples</p> <p>Positive ways to behave online are: wishing someone a happy birthday, saying something nice about</p>	<p>I am learning to describe ways that some people can be unkind online. (Y1)</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel. (Y1)</p> <p>I can explain why anyone who experiences bullying is not to blame. No one deserves to be treated in an unkind way online</p> <p>I can talk about how anyone experiences bullying can get help.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>Online you should use kind words, include other people, and follow online rules.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>Sending unkind messages on social media, posting content that targets another individual. I can get support by speaking to an adult or someone I trust.</p>	<p>I can describe ways people can be bullied through a range of media.</p> <p>People can be bullied online through videos, online messages, images and social media.</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>Some content may cause others to feel worried, sad, and anxious and may make them feel insecure or ashamed.</p>	<p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>Different people have different opinions on what is funny/not funny.</p> <p>Some people can get upset or be hurt by playful joking and teasing if they do not find this funny.</p> <p>I can identify a range of ways to report concerns and access support in school and at home about online bullying.</p> <p>At school and/or home, you can get support about online bullying by: speaking to your trusted adult, write a note to your trusted adult; call Childline on 0800 1111 or go onto the Childnet website</p> <p>I can explain how to block abusive users.</p> <p>To block an abusive user, you need to use the website's report section.</p>	<p>I am learning to describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>To screenshot on a Chromebook you press the Shift + Ctrl + Show windows keys at the same time.</p> <p>To Screenshot on an iPad you hold the home button and the lock button at the same time.</p> <p>I can share screenshots to trusted adults to get help with online bullying.</p> <p>I can explain how someone could report online bullying in different contexts.</p> <p>You can report online bullying in the following ways; through the apps/websites report button; by showing screenshots to a trusted adult; contact Childline on 0800 1111 or by calling the local police on 101</p>
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	<i>a photo, giving someone words of encouragement.</i>					
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E-Safety - Online Reputation . Term (Spring 1)

Knowledge

<p>LO: I can identify ways that I can put information on the internet.</p> <p><i>I can put information on the internet by...</i></p>	<p>I am learning to describe what information I should not put online without asking a trusted adult first.</p> <p><i>Our trusted adults are someone you can talk to about anything.</i></p> <p><i>Information that should not be put online is: name, address, school, photos of themselves.</i></p> <p>I am learning to recognise that information can stay online and could be copied</p> <p><i>Information put online can stay online, even if we delete it.</i></p> <p><i>Information online can be copied by people taking images or reposting it.</i></p>	<p>LO: I am learning to explain how information put online about someone can last for a long time.</p> <p><i>Information is uploaded to the internet, it then stays there for a very long time, usually permanently.</i></p> <p>LO: I am learning to describe how anyone's online information could be seen by others</p> <p><i>Anyones online information can be seen by others through searching in a search engine.</i></p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><i>My trusted adult is the person I talk to if something has been put online without consent or if it is incorrect.</i></p>	<p>LO: I am learning to explain how to search for information about others online</p> <p><i>To search for information about others online from such websites as: Twitter, Wikipedia as well as via news articles.</i></p> <p>LO: I am learning to give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal</p> <p><i>You need to be careful when sharing personal information online as information can stay online even if we delete it.</i></p> <p>Examples of what people may not be willing to share are: full name, date of birth, address, school name.</p> <p>Examples of what people may be willing to share online are: photos of their animals, avatars of themselves, made up username.</p> <p>LO: I am learning to explain who someone</p>	<p>LO: I am learning to describe how to find out information about others by searching online.</p> <p><i>To search for information about others online from such websites as: Twitter, Wikipedia as well as via news articles.</i></p> <p>LO: I am learning to explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p><i>Not all information online is real or reliable. Some information can be created by someone pretending to be another person, copied or shared by others.</i></p>	<p>I can explain that information about other people online might not be correct and build a positive profile of myself online.</p> <p>Not all information on the internet is correct</p> <p>A reputation is the opinions that are generally held by someone about someone else.</p> <p>To create a positive profile of yourself online you should consider: the content you post and who or what you follow on social media.</p> <p>I can search for information about an individual online and summarise the information found.</p> <p>Websites are not always checked by an expert so are not always reliable.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>Things you post online can be seen by others, even long after it has been posted. This can show positive or negative things about you, including things you have said, and create something known as an online reputation</p> <p>I can describe how things shared privately online can have unintended consequences for others, for example Screenshotting.</p> <p>Images and information on the internet can be quickly passed around, even if this is not the intention.</p> <p>People can share private messages, conversations or comments by taking screen grabs and sharing the image with others.</p>
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			<p>can ask if they are unsure about putting something online.</p> <p>A trusted adult is the person who you should ask if you are unsure about putting something online.</p>			
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E-Safety - Spring 2 - Health, Wellbeing and Lifestyle.

Knowledge:

<p>LO: I can identify rules that help keep us safe and healthy in and beyond the home when I am using Technology and give examples of these.</p> <p>When rules are followed, Everyone stays happy, healthy and safe.</p> <p>Some rules that you must follow when using technology: Always ask an adult before using technology Only stay on technology for as long as we are allowed. Tell a trusted adult if something makes us sad, upset or worried We always ask before we take photos of other people we should always think before we click and if we are unsure, we should always tell a trusted adult.</p> <p>I can link feelings to my online experiences</p> <p>If the rules to keep you safe on technology are not followed, you may feel sad or angry.</p>	<p>LO: I can identify rules that help keep us safe and healthy in and beyond the home when using Technology.</p> <p>When rules are followed, Everyone stays happy, healthy and safe.</p> <p>Some rules that you must follow when using technology: Always ask an adult before using technology Only stay on technology for as long as we are allowed. Tell a trusted adult if something makes us sad, upset or worried We always ask before we take photos of other people we should always think before we click and if we are unsure, we should always tell a trusted adult. Take breaks away from screens; Don't use devices before going to sleep tell a trusted adult if you see something that makes you feel sad or uncomfortable.</p> <p>LO: I can give some simple examples of the rules to keep me safe online.</p> <p>LO: I can explain rules to keep myself safe when</p>	<p>LO: I can explain simple guidance for using technology in different environments and settings (e.g. accessing online technologies in public places and the home environment).</p> <p>See Year 1 rules.</p> <p>There may be different rules when using technology in public places such as: keep the sound off, only take photos of people you know and have asked first.</p> <p>LO: I can say how rules/guides can help anyone accessing online technologies.</p> <p>Everyone who uses technology needs to follow rules to keep them safe.</p> <p>Different people in my family might have a different amount of time they are allowed to spend on their devices, what they can do on their devices or where in the house they can use their devices.</p>	<p>LO: I can explain why spending too much time using technology can sometimes have a negative impact on anyone.</p> <p>Too much time online can affect a persons: mood, sleep, body and relationships.</p> <p>I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p> <p>Positive examples of using technology for a longer period of time are: Doing homework, reading/listening to a text.</p> <p>Negative activities of using technology for a longer period of time are: games, films, youtube</p> <p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable</p> <p>Online activities have age restrictions because the content could be of a harmful nature such as: inappropriate images,</p>	<p>I can explain how using technology can be a distraction from other things in a positive and negative way.</p> <p>Technology can distract me in a positive way by...</p> <p>Technology can distract me in a negative way by..</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology.</p> <p>Someone may need to limit the amount of time they use technology because it may be stopping them from engaging with their friends.</p>	<p>I can describe ways technology can affect health and wellbeing positively and negatively</p> <p>Positive ways technology can affect health and wellbeing are: mindfulness apps, cheap and quick communication with friends and family, express your creativity or access support groups and apps.</p> <p>Negative ways technology can affect health and wellbeing is: too much screen time, screen time before bed, seeing negative content or feeling excluded.</p>	<p>I can assess and action different strategies to limit the impact of technology on health</p> <p>Different strategies to limit the impact of technology on health are things such as: night-shift mode, regular breaks, correct posture, sleep, diet and exercise.</p> <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose</p> <p>Systems that regulate age-related content look at the suitability and content of a game/website (not how challenging a game is) to advise parents whether they are appropriate for children.</p>
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	using technology both in and beyond the Home.		content, language or game features. Age restrictions must be followed so you can stay safe online. I should talk to my trusted adult if I am feeling pressured to watch or do something online that makes me feel uncomfortable. You might feel pressured into going on age restricted gaming or web sites.			
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E-Safety - Summer 1 Online Relationships

<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>Ways the internet can be used to communicate is via video calls and chats (e.g whatsapp).</p> <p>I can give examples of how I (might) use technology with people I know.</p> <p>You might video call with a relative or friend</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>A trusted adult will be able to decide if an activity online is age appropriate.</p> <p>It is important that a trusted adult is asked before doing something online to make sure you do not go on anything that might make you feel upset or uncomfortable.</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>Ways the internet can be used to communicate is via video calls, emails and chats (e.g whatsapp).</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>You might video call with a relative or friend</p>	<p>I can 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.</p> <p>People can communicate with people they do not know in real life through email, online gaming or pen pal e.g another school/country.</p> <p>Communicating with people you do not know in real life may be risky as the person might not be who they say they are or might not always tell the truth.</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>A trusted adult should be asked before sharing things online about yourself or others.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>A trusted adult should always be asked before clicking 'yes', 'agree' or 'accept' online as you might not know what the questions is asking and what you are granting permission for.</p> <p>I can explain why I have the right to say 'no' or 'I will have to ask</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>If people are playing the same game, they may bond in the chat over similar likes and interests.</p> <p>People might meet in chat groups or websites for particular likes or interests.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>To know someone online might mean that you know their name or username and some facts about them.</p> <p>I can 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>You should be careful who to trust online as someone might not be who they say they are.</p> <p>Trusting someone online means you know they are who they say they</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>Some of the strategies for safe and fun experiences online are: Never share you full name, never share your DOB, do not stay up too late online, do not create plans to meet anyone online that you do not know in real life, share with your trusted adult who you are talking to and what you are talking about.</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>To be respectful to others you need to be kind to them and respect their consent.</p> <p>Healthy online behaviours are: Sharing what you are doing online with a trusted adult, going online at appropriate times of the day, keeping personal information private.</p> <p>Unhealthy online behaviours are: Hiding the things you are doing online from adults, going online at inappropriate</p>	<p>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>There are some forms of communication that can only happen via technology.</p> <p>Emojis are ideograms and smileys used in electronic messages and web pages.</p> <p>Memes are ways of expressing a humorous side using images and words</p> <p>A Gif is an animated, humorous image.</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>Some people go online with the intent to harm people through communication.</p> <p>If you communicate with someone online who causes you harm, it is not your fault.</p> <p>I can describe some of the ways people may be involved in online communities and how they might collaborate</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>Some people might get positive attention from something online such as sharing a photo of them scoring the winning goal.</p> <p>Some shares online may get negative responses which can impact someone negatively through comments and responses.</p> <p>I can 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>People have boundaries which stop them getting hurt or upset.</p> <p>Each person will have a different set of boundaries regarding what is shared about them online. Some people will not like photos, videos or tags shared about them online. This will not bother other people.</p> <p>To support someone who is worries or upset about others not respecting their boundaries online you</p>
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		<p>someone'.</p> <p>You can say no to something that might make you feel sad or uncomfortable.</p> <p>I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>A trusted adult can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>Consent means: without permission.</p> <p>A trusted adult can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>Other might feel upset or frustrated if I do not ask their permission or ignore their answers before sharing something about them online.</p>	<p>are and would provide them with personal information</p> <p>Liking someone online means you might not know who they are but you enjoy talking to them about your interests.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>Someone might change their feelings from trusting someone if they feel nervous, uncomfortable or worried about an action they have done or something they have said.</p> <p>I can explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos).</p> <p>It is important to give and gain permission before sharing things online because people may not want images shared. They may not like the photo or want other people to see if for different reasons.</p>	<p>times such as late at night, sharing personal information, arranging to meet with people you do not know online.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p> <p>Different things to different people can be important/unimportant this can include thoughts, feelings and beliefs.</p>	<p>constructively with others and make positive contributions. (e.g. gaming communities and social media groups)</p> <p>An online community is a group of people who share an interest, hobby or set of views</p> <p>People might collaborate constructively with others through social media groups or gaming communities about things they know about or are passionate about</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Someone who is having problems online may have changes to their behaviour or mood.</p> <p>You should tell a trusted adult when you have worry or concern for another person.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online</p> <p>An online community is a way to support others online.</p> <p>Being kind to others is a way of supporting others</p>	<p>can speak to a trusted adult, give them positive and kind words or share ways they can remove the image, video or link.</p> <p>I can describe how things shared privately online can have unintended consequences for others, for example screen-grabs.</p> <p>Private things online can still be captured and shared by others through the screen grab feature.</p> <p>A screen grab is a digital image that shows the contents of a computer/phone/table display.</p> <p>I can explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others.</p> <p>Some people may agree to an image being shared, even if they do not want it to.</p> <p>Other people might respond negatively to inappropriate images through comments or resharing.</p>
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online.

E-Safety - Summer 2 - Self-Image and Identity.

Knowledge:

<p>I can name and recognise uncomfortable, embarrassed, and upset emotions</p> <p>Sad – Definition – being unhappy. What does it look like? A person would be wearing a frown and might have their head dropped or shoulders slumped.</p> <p>Upset - Definition - When someone is unhappy or worried. What does it look like? Someone might be wearing a frown, they might be crying, they might bite their nails.</p> <p>Uncomfortable – Definition – not feeling comfortable or pleasant. What does it look like? Someone might furrow their eyebrows, move from side to side a little, look away from the thing that is making them uncomfortable, suck/purse their lips.</p> <p>Embarrassed – Definition – Feeling shy because of something bad or like you don't want other people to find</p>	<p>I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Some examples of other people's action that might make you feel sad, embarrassed or upset online: A silly photo of you that you don't like has been shared, You have received a mean message from someone in your class, • You took your tablet up to bed with you and stayed on it after you should have done – today, you feel tired.</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 and how they can help.</p>	<p>I can explain how other people may look and act differently online and offline.</p> <p>People can look differently online through the use of avatars.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>Issues online that might make someone feel sad are: online bullying, unkind messages, people asking for personal information, getting into trouble for playing too much.</p> <p>You can get help with things online that make you feel sad, worried, uncomfortable or frightened by speaking to a trusted adult.</p>	<p>I can explain what is meant by the term 'identity'.</p> <p>Your identity shows who you are. This can be from personal information to interests and hobbies .</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>You can choose to represent yourself online through images, text or avatars.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why.</p> <p>People might change their identity online to be unkind to others, to hide their true identity, to get along better with others.</p>	<p>I can explain how my online identity can be different from my offline identity.</p> <p>Online you may choose to hide or change things such as: hair colour or other personal features, hobbies, interests. You may make these changes by using an avatar instead of a real photo.</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>Examples of positive ways of interacting with others online are: saying a nice comment, liking an image, sharing a common interest</p> <p>Examples of how positive interactions can impact someone are: make someone feel happy or proud, make someone feel safe.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and I can suggest reasons why</p>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>Modify: to change something slightly – usually to improve</p> <p>Alter: to change something in a small but significant way</p> <p>Identity online can be altered or modified by using avatars, filters or effects.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>Before posting photos of anyone online, be sure that you have their permission.</p> <p>Before posting photos of yourself online, think about who could see it and change it.</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online.</p> <p>Online content can include stereotypes based on jobs and hobbies.</p> <p>These stereotypes can be shown in images, comments or targeted ads.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.</p> <p>The issues online that make someone feel sad, worried, uncomfortable or frightened could be: Scary images, unkind messages, talking to a stranger etc.</p> <p>I know and can give examples of how to get help online and offline.</p> <p>You can get help online or offline by reporting</p>
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<p>out about something. What does it look like? Someone might go red in the face (flushed), wince, close their eyes or squirm in their seat. Use story books and videos to illustrate the different emotions.</p> <p>I can recognise, online or offline, that anyone can say 'no thank you'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset</p>	<p>You should speak to a trusted adult when something online makes you feel sad, worried, uncomfortable or frightened. You might recognise this by feeling butterflies in your tummy.</p>			<p>they might do this.</p> <p>Identity thief is when someone gets hold of and uses your personal identity.</p> <p>Someone might pretend to be someone else online because they think that it is funny or they are trying to make you look bad online.</p>		<p>the content on an app, calling childline, calling the CEOP or speaking with a trusted adult.</p>
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