

# COMPUTING CURRICULUM

## INFORMATION TECHNOLOGY: USAGE OF SKILLS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>Intent-</u> Use the mouse to select objects on screen on Paint and label using the keyboard to type text.</p>	<p><b>Builds on-</b> Use the mouse to select objects on screen and label using the keyboard to type text.</p> <p><b>Paint</b></p> <p><u>Intent-</u> To open the software. To use a mouse to colour and brush.</p> <p><b>Word, Textease:</b></p> <p><u>Intent-</u> To type simple sentences with a keyboard on a range of software.</p>	<p><b>Builds on-</b> Use a mouse and keyboard to open a range of software to type text and colour and brush.</p> <p><b>Word and PowerPoint</b></p> <p><u>Intent-</u> To be able to find and open a file from a specific folder. To be able to save work to a specific folder. Is able to highlight text, change the size, font and colour of text. To copy, paste and insert picture. To be able to add sounds. To be able to speed sounds up and slow them down.</p>	<p><b>Builds on-</b> Use a mouse and keyboard to open a range of software to type text, colour, brush highlight, change text, copy and paste, insert pictures and add sound.</p> <p><b>Word, PowerPoint</b></p> <p><u>Intent-</u> To be able to manipulate text/spell-check work. To be able to import images from clipart. To use word art to create titles. To use cut, copy and paste. To change orientation/ print preview/ insert and delete new pages/ insert background colours.</p>	<p><b>Builds on-</b> Use a mouse and keyboard to open a range of software to type text, colour, brush highlight, change text, copy and paste, insert pictures and add sound. To use spell check, use clipart, use cut copy and paste, change orientation, print preview, insert and delete pages and insert background colours.</p> <p><b>Word, PowerPoint, Publisher</b></p> <p><u>Intent-</u> Is able to insert table /add and delete rows/add and delete columns. Is able to change margins/use tabulation/insert page breaks/add page numbers/wrap text round images/indent text on a page/ insert symbols. Use transitions and animations on PowerPoint.</p>	<p><b>Builds on-</b> To use spell check, use clipart, use cut, copy and paste, change orientation, print preview, insert and delete pages and insert background colours. To manipulate tables, change margins, use transitions and animations.</p> <p><b>PowerPoint</b></p> <p><u>Intent-</u> Use appropriate editing tools e.g. spell checker, thesaurus, find and replace. Create a publication from a template and use all skills from above within. To be able to layer text and objects/send back text and objects/bring forward text and objects.</p> <p><b>Excel</b></p> <p><u>Intent-</u> Can use a database and use a simple formula, e.g. SUM, search, match and order contents of a single field. Based on the data, raise a question and translate this into a search criteria in order to answer it. Enter the correct formula into cells and predict the outcome of changing variables.</p> <p><b>Apple Clips and Windows Movie Maker</b></p> <p><u>Intent-</u> Use video editing software including audio and voice overs.</p> <p><b>Using Green Screen software</b></p> <p><u>Intent-</u> Use animation and green screen to create videos.</p>	<p><b>Builds on-</b> To use spell check, use clipart, use cut copy and paste, change orientation, print preview, insert and delete pages and insert background colours. To manipulate tables, change margins, use transitions and animations. Use editing tools such as spell checker, thesaurus, find and replace. Layering text and objects. Using databases and simple formulas, using search criteria, predict changing variables. Use video editing software and using green screen software.</p> <p><b>Google sites / PowerPoint</b></p> <p><u>Intent-</u> Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations.</p> <p><b>Excel and Google</b></p> <p><u>Intent-</u> To design, create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.</p> <p><b>Apple Clips</b></p> <p><u>Intent-</u> Use video editing software including green screen - creating a promotional video for our school.</p>

## INFORMATION TECHNOLOGY: KNOWLEDGE OF TECHNOLOGY AND ITS USES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Identifying IT</b> <u>Intent-</u> To be able to turn a computer and iPad on.</p>	<p><b>Builds on-</b> To be able to turn a computer and iPad on.</p> <p><b>Identifying IT</b> <u>Intent-</u> To identify IT across the home such as a TVs, mobile phones, computers, iPads, music systems, games consoles and tablets.</p>	<p><b>Builds on-</b> To turn devices on. To identify TVs, mobile phones, computers, iPads, music systems, games consoles.</p> <p><b>Identifying IT</b> <u>Intent-</u> To develop their language and understanding of above, e.g. they can name all the parts of the computer? To understand how library systems/shops/bank cards/contactless work.</p>	<p><b>Builds on-</b> To turn devices on. To identify TVs, mobile phones, computers, iPads, music systems, games consoles. To develop their language and understanding of above. To understand how library systems/ shops/bank cards/contactless work.</p> <p><b>Digital Communication</b> <u>Intent-</u> To be able to send, receive and reply to mail. Send, using a subject heading, to a known member of the school community e.g. another class teacher, bursar.</p> <p style="text-align: center;">:</p>	<p><b>Builds on-</b> To understand how library systems/ shops/bank cards/ contactless work. To be able to send, receive and reply to mail. <b>Send, using a subject heading, to a known member of the school.</b></p> <p><b>Digital Communication</b> <u>Intent-</u> Is able to attach documents to emails independently, and with regard for Online Safety. Use webcams for digital communication. Publish online.</p>	<p><b>Builds on-</b> To understand how library systems/ shops/ bank cards/ contactless work. To be able to send, receive and reply to mail. <b>Send, using a subject heading, to a known member of the school. To attach documents to emails independently. To use webcams. To publish online.</b></p> <p><b>Identifying IT</b> <u>Intent-</u> To understand the terms server, hub, router, wireless point, switch point and firewall. Draw and annotate how the school network works.</p> <p><b>Digital Communication</b> <u>Intent-</u> Evaluate the effectiveness of a variety of digital communication tools for communicating and collaborating.</p> <p><b>Understanding Networks</b> <u>Intent-</u> To understand a network as a group or system of interconnected people or things. To understand the terms: server, hub, router, wireless point, switch point and firewall. To use the above to draw and annotate how the school network works.</p>	<p><b>Builds on-</b> To understand how library systems/ shops/ bank cards/ contactless work. To be able to send, receive and reply to mail. <b>Send, using a subject heading, to a known member of the school. To attach documents to emails independently. To use webcams. To publish online. To understand the terms server, hub, router, wireless point, switch point and firewall and know how the school network works. To understand a network as a group or system of interconnected people or things.</b></p> <p><b>Identifying IT / Understanding Networks</b> <u>Intent-</u> To understand how the internet network is set up in the home and how a web page is accessed across the internet. To model how internet packets travel around the world via routers. To see how the Internet connects across the world. To see how the same route can take a different number of routers as the Internet directs packets along different routes.</p>

## COMPUTER SCIENCE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Programming and coding</b> <u>Intent-</u> Investigate toys that use ICT or have moving parts.</p>	<p>Builds on- Investigate toys that use ICT or have moving parts.</p> <p><b>Programming and coding</b> <u>Intent-</u> Repeat the above but with a programmable toy.</p> <p><b>Algorithms</b> <u>Intent-</u> Understand what an algorithm is- a set of pictures/flow chart/written instructions to show their idea of how something will work. Can follow a simple algorithm, e.g. following another child's precise command. Can give a simple algorithm, e.g. can give another child precise commands. Throughout these, the children will identify and correct errors.</p>	<p>Builds on- Investigate toys that have moving parts and are programmable. Know what an algorithm is. Follow a simple algorithm. Can give a simple algorithm. Correct errors.</p> <p><b>Programming and coding</b> <u>Intent-</u> Can create an algorithm that involves a sequence, e.g. for a Beebot To start to develop Scratch skills using Scratch Jr. To add a sprite and costume, to change the backdrop. Use the events tab to begin a line of code. To use the basic move blocks.</p> <p><b>Algorithms</b> <u>Intent-</u> To understand what an algorithm is. Can create an algorithm that involves a sequence, e.g. for a Beebot. Can identify errors within algorithms and correct them. To look at an algorithm and predict what might go wrong.</p>	<p>Builds on- Investigate toys that have moving parts and are programmable. To add a sprite and costume, to change the backdrop. Use the events tab to begin a line of code. To use the basic move blocks. Know what an algorithm is and follow it. Correct errors. Can create an algorithm that involves a sequence. Predict what might go wrong.</p> <p><b>Programming and coding</b> <u>Intent-</u> Scratch Jr and then moving onto Scratch. To turn a sprite left and right. To use the looks blocks to make a sprite 'speak'. To play sounds.</p> <p><b>Algorithms</b> <u>Intent-</u> To create a sequence of instructions that follow each other. Throughout these, the children will identify and correct errors, with support and prompts.</p>	<p>Builds on- Investigate toys that have moving parts and are programmable. To add a sprite and costume, to change the backdrop. Use the events tab to begin a line of code. To use the basic move blocks. To turn a sprite left and right. To use the looks blocks to make a sprite 'speak'. To play sounds. Know what an algorithm is and follow it. Correct errors. Can create an algorithm that involves a sequence. Predict what might go wrong.</p> <p><b>Programming and coding</b> <u>Intent-</u> Scratch To change x and y using the motion blocks. To use the 'wait' block. Record sound. Explore the 'repeat 10' block. Resetting sprites.</p>	<p>Builds on- Investigate toys that have moving parts and are programmable. To add a sprite and costume, to change the backdrop. Use the events tab to begin a line of code. To use the basic move blocks. To turn a sprite left and right. To use the looks blocks to make a sprite 'speak'. To play sounds. To change x and y using the motion blocks. To use the 'wait' block. Record sound. Explore the 'repeat 10' block. Resetting sprites. Know what an algorithm is and follow it. Correct errors. Can create an algorithm that involves a sequence. Predict what might go wrong.</p> <p><b>Programming and coding</b> <u>Intent-</u> Explore the Control blocks. Use variables in programs. Design and create a game using decomposition. Explore the effects of changing variables in models and simulations in order to solve a problem. To create code that uses multiple variables that interact with each other.</p> <p><b>Algorithms</b> <u>Intent-</u> Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.</p>	<p>Builds on- Investigate toys that have moving parts and are programmable. To add a sprite and costume, to change the backdrop. Use the events tab to begin a line of code. To use the basic move blocks. To turn a sprite left and right. To use the looks blocks to make a sprite 'speak'. To play sounds. To change x and y using the motion blocks. To use the 'wait' block. Record sound. Explore the 'repeat 10' block. Resetting sprites. Explore the Control blocks. Use variables in programs. Design and create a game using decomposition. Explore the effects of changing variables in models and simulations in order to solve a problem. To create code that uses multiple variables that interact with each other. Know what an algorithm is and follow it. Correct errors. Can create an algorithm that involves a sequence. Predict what might go wrong.</p> <p><b>Programming and coding</b> <u>Intent-</u> To justify their selection of variables and predict what might happen if alternative variables are chosen.</p>

## USING TECHNOLOGY SAFELY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Self Image and Identity</b></p> <p><u>Intent-</u> Know people can be mean online. Know to talk to an adult.</p>	<p><b>Self Image and Identity</b></p> <p><u>Intent-</u> Recognise that there may be people online who could make someone feel sad, embarrassed or upset. Give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p><b>Self Image and Identity</b></p> <p><b>Builds on-</b> Know that people online can make someone feel sad, embarrassed or upset, when and how to speak to an adult I can trust and how they can help.</p> <p><u>Intent-</u> Explain how other people may look and act differently online and offline.</p>	<p><b>Self Image and Identity</b></p> <p><b>Builds on-</b> Know that people online can make someone feel sad, embarrassed or upset, when and how to speak to an adult I can trust and how they can help. Know people may look and act differently online and offline.</p> <p><u>Intent-</u> Explain what is meant by the term 'identity'. 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><b>Self Image and Identity</b></p> <p><b>Builds on-</b> Know people may look and act differently online and offline. Know how someone might change their identity online and why,</p> <p><u>Intent-</u> Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p><b>Self Image and Identity</b></p> <p><b>Builds on-</b> Know people may look and act differently online and offline. Know how someone might change their identity online and why, that people can pretend to be someone else and why.</p> <p><u>Intent-</u> Demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p><b>Self Image and Identity</b></p> <p><b>Builds on-</b> Know people may look and act differently online and offline. Know how someone might change their identity online and why, that people can pretend to be someone else and why. Know how to make responsible choices about having an online identity.</p> <p><u>Intent-</u> 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><b>Copyright and Ownership</b></p> <p><u>Intent-</u> Explain why work I create using technology belongs to me.</p>	<p><b>Copyright and Ownership</b></p> <p><b>Builds on-</b> Explain why work I create using technology belongs to me.</p> <p><u>Intent-</u> Describe why other people's work belongs to them.</p>	<p><b>Copyright and Ownership</b></p> <p><b>Builds on-</b> Explain why work I create using technology belongs to me. Describe why other people's work belongs to them</p> <p><u>Intent-</u> Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p><b>Copyright and Ownership</b></p> <p><b>Builds on-</b> Explain why work I create using technology belongs to me. Describe why other people's work belongs to them and not to copy someone else's work from the internet without permission.</p> <p><u>Intent-</u> When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it.</p>	<p><b>Copyright and Ownership</b></p> <p><b>Builds on-</b> Explain why work I create using technology belongs to me. Describe why other people's work belongs to them and not to copy someone else's work from the internet without permission. Know how to find out who owns online content.</p> <p><u>Intent-</u> Give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p><b>Copyright and Ownership</b></p> <p><b>Builds on-</b> Explain why work I create using technology belongs to me. Describe why other people's work belongs to them and not to copy someone else's work from the internet without permission. Know how to find out who owns online content and whether it is permitted to be reused.</p> <p><u>Intent-</u> Demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

<p><b>Online Relationships</b></p> <p><u>Intent-</u> To know people can talk online. To be kind to people online.</p>	<p><b>Online Relationships</b></p> <p><u>Intent-</u> Use the internet without adult support to communicate with people I know. Explain why it is important to be considerate and kind to people online and to respect their choices.</p>	<p><b>Online Relationships</b></p> <p><b>Builds on-</b> To use the internet without adult support to communicate with people I know, to explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p><u>Intent-</u> 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. Explain why I have a right to say 'no' or 'I will have to ask someone'. 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><b>Online Relationships</b></p> <p><b>Builds on-</b> Use the internet without adult support to communicate with people I know, to explain why it is important to be considerate and kind to people online and to respect their choices. 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. Explain why I have a right to say 'no' or 'I will have to ask someone'. 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><u>Intent-</u> Explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p>	<p><b>Online Relationships</b></p> <p><b>Builds on-</b> Know how someone might communicate with others online and explain why this might be risky. I know I have a right to say 'no' or 'I will have to ask someone'. Explain who can help me. Explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p><u>Intent-</u> Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p><b>Online Relationships</b></p> <p><b>Builds on-</b> Know how someone might communicate with others online and explain why this might be risky. Know I have a right to say 'no' or 'I will have to ask someone'. Explain who can help me. Explain what it means to 'know someone' online and why this might be different from knowing someone offline. Know how to be respectful online and describe healthy and unhealthy online behaviours.</p> <p><u>Intent-</u> Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p>	<p><b>Online Relationships</b></p> <p><b>Builds on-</b> Know how someone might communicate with others online and explain why this might be risky. Know I have a right to say 'no' or 'I will have to ask someone'. Explain who can help me. Explain what it means to 'know someone' online and why this might be different from knowing someone offline. Know how to be respectful online and describe healthy and unhealthy online behaviours. Know about online communities and describe how they might collaborate constructively with others and make positive contributions.</p> <p><u>Intent-</u> 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>
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<p><b>Online Reputation</b></p> <p><u>Intent-</u> Know other people can see what I put online.</p>	<p><b>Online Reputation</b></p> <p><u>Intent-</u> Recognise that information can stay online and could be copied. I can describe what information should not be put online without asking a trusted adult first.</p>	<p><b>Online Reputation</b></p> <p><b>Builds on-</b> Know information can stay online and could be copied. Know what information should not be put online without asking a trusted adult first.</p> <p><u>Intent-</u> Explain how information put online about someone can last for a long time. Know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p><b>Online Reputation</b></p> <p><b>Builds on-</b> Know information can stay online and could be copied and is there for a long time. Know what information should not be put online without asking a trusted adult first. Know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><u>Intent-</u> Give examples of what anyone may or may not be willing to share about themselves online. Explain the need to be careful before sharing anything personal.</p>	<p><b>Online Reputation</b></p> <p><b>Builds on-</b> Know information online could be copied and is there for a long time. Know what information should not be put online without asking a trusted adult first. Know who to talk to. Give examples of what anyone may or may not be willing to share about themselves online. Explain the need to be careful when sharing anything personal.</p> <p><u>Intent-</u> Explain ways that some of the information about anyone online could have been created, copied or shared by others. Be careful before sharing anything personal.</p>	<p><b>Online Reputation</b></p> <p><b>Builds on-</b> Know information online could be copied and is there for a long time. Know what information should not be put online without asking a trusted adult first. Know who to talk to. Give examples of what anyone may or may not be willing to share about themselves online. Explain the need to be careful when sharing anything personal. Explain ways that information online could have been created, copied or shared by others</p> <p><u>Intent-</u> Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p>	<p><b>Online Reputation</b></p> <p><b>Builds on-</b> Know information online could be copied and is there for a long time. Know what information should not be put online without asking a trusted adult first. Know who to talk to. Give examples of what anyone may or may not be willing to share about themselves online. Explain the need to be careful when sharing anything personal. Explain ways that information online could have been created, copied or shared by others and this can change people's opinions.</p> <p><u>Intent-</u> Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>
<p><b>Online Bullying</b></p> <p><u>Intent-</u> Know how to be kind online.</p>	<p><b>Online Bullying</b></p> <p><u>Intent-</u> Describe how to behave in ways that do not upset others and can give examples</p>	<p><b>Online Bullying</b></p> <p><b>Builds on-</b> Describe how to behave in ways that do not upset others and can give examples.</p> <p><u>Intent-</u> Explain what bullying is, how people may bully others and how bullying can make someone feel. Explain why anyone who experiences bullying is not to blame. Talk about how anyone experiencing bullying can get help.</p>	<p><b>Online Bullying</b></p> <p><b>Builds on-</b> Describe how to behave in ways that do not upset others and can give examples.</p> <p><u>Intent-</u> Explain what bullying is, how people may bully others and how bullying can make someone feel. Explain why anyone who experiences bullying is not to blame. Talk about how anyone experiencing bullying can get help.</p>	<p><b>Online Bullying</b></p> <p><b>Builds on-</b> Describe how to behave in ways that do not upset others and can give examples. Explain what bullying is and that the person who is bullied is not to blame. Know how someone who is being bullied can get help. Know how to behave appropriately online. Give examples of online bullying</p> <p><u>Intent-</u> Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p>	<p><b>Online Bullying</b></p> <p><b>Builds on-</b> Describe how to behave in ways that do not upset others and can give examples. Explain what bullying is and that the person who is bullied is not to blame. Know how someone who is being bullied can get help. Know how to behave appropriately online. Give examples of online bullying through a range of media.</p> <p><u>Intent-</u> Identify a range of ways to report concerns and access support both in school and at home about online bullying.</p>	<p><b>Online Bullying</b></p> <p><b>Builds on-</b> Describe how to behave in ways that do not upset others and can give examples. Explain what bullying is and that the person who is bullied is not to blame. Know how someone who is being bullied can get help. Know how to behave appropriately online. Give examples of online bullying through a range of media. Know how to report concerns in school and at home.</p> <p><u>Intent-</u> Describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p>

<p><b>Managing Online Information</b></p> <p><u>Intent-</u> To know not everything online is real.</p>	<p><b>Managing Online Information</b></p> <p><u>Intent-</u> Give examples of how to find information using digital technologies. Understand that we can encounter a range of things online including things we don't like, things that aren't real or are a joke.</p>	<p><b>Managing Online Information</b></p> <p><b>Builds on-</b> Know how to find information using digital technologies. Know that we can encounter a range of things online including things we don't like, things that aren't real or are a joke.</p> <p><u>Intent-</u> Explain why some information I find online may not be real or true.</p>	<p><b>Managing Online Information</b></p> <p><b>Builds on-</b> Know how to find information using digital technologies. Know that we can encounter a range of things online including things we don't like, things that aren't real or are a joke. Explain why some information I find online may not be real or true.</p> <p><u>Intent-</u> 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><b>Managing Online Information</b></p> <p><b>Builds on-</b> Know how to find information using digital technologies, know that we can encounter a range of things online including things we don't like, things that aren't real or are a joke. Explain why some information online may not be real or true, know how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p><u>Intent-</u> Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>	<p><b>Managing Online Information</b></p> <p><b>Builds on-</b> Know how to find information using digital technologies, know that we can encounter a range of things online including things we don't like, things that aren't real or are a joke. Explain why some information online may not be real or true, know how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Know how to search and make a judgement about the probable accuracy</p> <p><u>Intent-</u> Identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p>	<p><b>Managing Online Information</b></p> <p><b>Builds on-</b> Know how to find information using digital technologies, know that we can encounter a range of things online including things we don't like, things that aren't real or are a joke. Explain why some information online may not be real or true, know how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. Know how to search and make a judgement about the probable accuracy, identify ways the internet can draw us to information for different agendas, explain what fake news is and how it can affect people.</p> <p><u>Intent-</u> Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p>
<p><b>Health, Wellbeing and Lifestyle</b></p> <p><u>Intent-</u> Know that being online all the time isn't good for me.</p>	<p><b>Health, Wellbeing and Lifestyle</b></p> <p><u>Intent-</u> Explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p><b>Health, Wellbeing and Lifestyle</b></p> <p><b>Builds on-</b> Explain rules to keep myself safe when using technology both in and beyond the home.</p> <p><u>Intent-</u> Explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and at home.</p>	<p><b>Health, Wellbeing and Lifestyle</b></p> <p><b>Builds on-</b> Explain rules to keep myself safe when using technology both in and beyond the home. Know how to use the internet in different environments - in public and at home.</p> <p><u>Intent-</u> Explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p><b>Health, Wellbeing and Lifestyle</b></p> <p><b>Builds on-</b> Explain rules to keep myself safe when using technology. Know about age restrictions and who to talk to if someone is pressuring me to watch something.</p> <p><u>Intent-</u> Identify times or situations when someone may need to limit the amount of time they use technology e.g. Suggest strategies to help with limiting this time.</p>	<p><b>Health, Wellbeing and Lifestyle</b></p> <p><b>Builds on-</b> Explain rules to keep myself safe when using technology. Know about age restrictions and who to talk to if someone is pressuring me to watch something. Know when something might need to limit time spent online and strategies for this.</p> <p><u>Intent-</u> Recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p>	<p><b>Health, Wellbeing and Lifestyle</b></p> <p><b>Builds on-</b> Explain rules to keep myself safe when using technology. Know about age restrictions and who to talk to if someone is pressuring me to watch something. Know when something might need to limit time spent online and strategies for this. Know the benefits and risks of looking for health advice online and know I should talk to professionals.</p> <p><u>Intent-</u> Assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>

<p><b>Privacy and Security</b></p> <p><u>Intent-</u> Know to keep passwords safe.</p>	<p><b>Privacy and Security</b></p> <p><u>Intent-</u> Explain how passwords are used. Recognise detailed examples of information that is personal to someone.</p>	<p><b>Privacy and Security</b></p> <p><b>Builds on-</b> Explain how passwords are used. <b>Recognise detailed examples of information that is personal to someone.</b></p> <p><u>Intent-</u> Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p><b>Privacy and Security</b></p> <p><b>Builds on-</b> Explain how passwords are used. Recognise detailed examples of information that is personal to someone. Know how to keep information private.</p> <p><u>Intent-</u> Give reasons why someone should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p><b>Privacy and Security</b></p> <p><b>Builds on-</b> Recognise detailed examples of information that is personal to someone. Know why to keep my information private and if I am not sure to tell a trusted adult.</p> <p><u>Intent-</u> Describe strategies for keeping personal information private, depending on context.</p>	<p><b>Privacy and Security</b></p> <p><b>Builds on-</b> Recognise detailed examples of information that is personal to someone. Know why to keep my information private and if I am not sure to tell a trusted adult. Know strategies for keeping personal information private.</p> <p><u>Intent-</u> Explain what a strong password is and demonstrate how to create one. Explain what app permissions are and can give some examples.</p>	<p><b>Privacy and Security</b></p> <p><b>Builds on-</b> Recognise detailed examples of information that is personal to someone. Know why to keep my information private and if I am not sure to tell a trusted adult. Know strategies for keeping personal information private. Know what a strong password is. Know what app permissions are.</p> <p><u>Intent-</u> Describe simple ways to increase privacy on apps and services that provide privacy settings.</p>
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## YEAR GROUP VOCABULARY BY STRAND

### USAGE OF SKILLS

<b>EYFS</b>	Screen, mouse, images, keyboard, paint
<b>KS1</b>	Videos, Camera stills, Sounds, Image bank, Word bank, Space bar, Paint effects, Templates, Animation, Documents, Index finger typing, Enter/return, Caps lock, back space
<b>LKS2</b>	Multimedia, Presentations, Alignment, Brush size, Repeats, Reflections, Green screening, Amend, copy, Paste, creating + modifying, Specific purpose, Photo modifying, Keyboard shortcuts, Bullet points, Spell check, Constructive feedback
<b>UKS2</b>	Online sharing, Multimedia effects, Multimedia modification, Transitions, Hyperlinks, editing tools, Refining, Online sharing, Spreadsheets, Complex searches (and/or: </>), Problem solving, Present answers, Analyse information, Question data, Interpret, Appropriate online tools, Audience, Atmosphere, Structure, Copyright, Information collection, HTML code, Storing, Generate, Process, Interpret, Store, Present information, Plausibility, Appropriate data tool, Interrogate

### KNOWLEDGE OF TECHNOLOGY AND ITS USES

<b>EYFS</b>	Technology, share, create, internet
<b>KS1</b>	Purpose, Online tools, Communicate, Photographs, Information sources, Communication, Purposes, Website content
<b>LKS2</b>	School network, Devices, Computer parts, Collaborate, Appropriate online communication, Search tools, Appropriate websites, Owner, Different networks, Information collection, Reliability, Owners
<b>UKS2</b>	Computing devices, Internet parts, Collaboration, Responsibility, Searching strategies, Webpages, Information movement, Connecting devices, Different audiences, Research strategies, Search result rankings, Acknowledge resources

### COMPUTER SCIENCE

<b>EYFS</b>	Equipment, buttons, movement
<b>KS1</b>	Instructions, Buttons, Robots, Patterns, Program, forward, Backward, Right-angle turn, Algorithm, Sequence, Debug, Predict
<b>LKS2</b>	Sequence instructions, Sequence debugging, Test + improve, Logo commands, Sequence programming, Commands, Sensors, Open-ended problems, Bugs in programs, Complex programming
<b>UKS2</b>	Procedures, Refine, Variable, Hardware, Software, Inputs, Outputs, articulate solutions, Commands, predicting outputs, Plan/ program/ test & review a program, Program writing, Control mimics + devices, Sensors, Measure input, Create variables, Link errors

### USING TECHNOLOGY SAFELY

<b>EYFS</b>	Choices, internet, website
<b>KS1</b>	Rules, online, private information, email, appropriate/inappropriate sites, cyber-bullying, digital footprint, keyword searching
<b>LKS2</b>	E-safety rules, secure passwords, report abuse button, gaming, blogs
<b>UKS2</b>	Responsible online communication, informed choices, virus threats, blogs, messaging

## USEFUL RESOURCES

Within Curriculum - Computing - Curriculum info:  
Progression of skills  
Key learning documents

**Online safety:**

[Saferinternet.org](https://www.saferinternet.org)

[Thinkuknow.co.uk](https://www.thinkuknow.co.uk)

[Childnet.org](https://www.childnet.org)

Project Evolve - personal login

**Apps on our devices:**

Apple Clips, Greenscreen, Chatterpix , Padlet, Quizziz

**Physical resources:**

KS1 - Beebots and Code-a-Pillars