

National Curriculum Statutory Requirements	Year group	Curriculum Expectations
<u>Digital Citizenship</u> ELG 06 Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. ELG 07 Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <u>Digital Literacy</u> ELG 16 Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG 17 Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. <i>NB: Aspects of almost all of the other ELGs could be enhanced or evidenced through the use of technology e.g. ELGs</i>	Nursery (EYFS)	<u>Digital Citizenship</u> It is important for children to learn to be e-safe from an early age. Practitioners and teachers of children in Foundation Stage play a vital part in starting this process and involving parents in recognising their responsibilities just as they do when thinking about other aspects of children's safety when crossing the road safety, handling potentially dangerous equipment in the home or at the swimming pool. With the very youngest children, many of the key e-safety messages will be conveyed through guided use, continuous provision and adult modelling in the school or setting. Additionally, and importantly, this will be alongside and with the involvement of parents and carers at home. Listen to young children talking about their online world and use this overheard talk to engage with them and find out more about their practice and behaviour. <u>Digital Literacy</u> Practitioners will need to support the youngest children as they explore digital apparatus with discussion about what it does, how it works and how to use it safely. Children in Early Years will explore mark making programs on screens, tablets or interactive whiteboard to experiment and communicate their ideas. They will Interact with adults and their peers and explore their environment using multimedia equipment, including digital and video cameras, microscopes, webcams and visualisers to capture still and moving images. With help, they will play back their captured recordings, demonstrating confidence and increasingly in control. They will be encouraged to explore ways of making and listening to sounds using simple programs, apps and devices, e.g., karaoke machines, music mats and age appropriate apps. <u>Computer Science</u> Children in Early Years are already immersed in a programmed world. They experience it every day of their lives when: • the doors at the supermarket open automatically when they approach, • the hand drier starts when they place their hands underneath • the price of an item shows as you scan • the streetlights come on automatically when it gets dark. In the EYFS, continuous provision draws on these common uses of control technology for children to experience first-hand and to explore their uses through play. Additional experiences might also include: • 'programming' friends by telling them how to move around like a robot or make a pretend sandwich • use of control toys like remote control cars or Beebots

01, 02, 09 and 10 would all benefit from the use of eBooks and recording devices.

Computer Science

ELG 02 Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 04 Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Information Technology

ELG 13 People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 15 Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Reception (EYFS)

Information Technology

Children's natural curiosity has always driven them to develop an understanding of the world around them and this is no different when it comes to understanding technology; both how it works and what it can do for us. From their first, early experiences with technology, pupils begin to make sense of how it works and the opportunities it can provide.

Children's experiences in this area should include exploring:

- the technology they encounter at home and school (e.g. role play toys, photocopiers, automatic doors, dismantling old phones and laptops etc.)
- how technology has changed over time and how it differs across cultures by sharing artefacts, photos and videos, and asking others.

Digital Citizenship

- I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. (Butterfly feeling).
- I can explain how this could be either in real life or online.
- I can recognise some ways in which the internet can be used to communicate.
- I can give examples of how I (might) use technology to communicate with people I know.
- I can identify ways that I can put information on the internet.
- I can describe ways that some people can be unkind online.
- I can offer examples of how this can make others feel.
- I can identify rules that help keep us safe and healthy in and beyond the home when using technology.
- I can give some simple examples.

Digital Literacy

- I can move the mouse with some control to point and click
- I can use the mouse to click and drag
- I can right click using the mouse and uses the mouse pad on a laptop
- I can use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps
- I can use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette
- I can find the letters in my name on a computer keyboard and type my name
- I can begin to sort and classify using computer activities.
- I can say what a pictogram is showing.
- I can add data into a program (pictogram).
- I can use the digital camera with support.
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Computer Science

- I can name items we control in the everyday environment
- I can use every day ICT devices
- I can explore on screen activities – by clicking cause and effect
- I can use on screen simulations and compare with real life activities – click and drag activities
- I know what an algorithm is a set of instruction that can solve a problem
- I can create a simple algorithm for a floor robot eg: BeeBot/BlueBot

		<u>Information Technology</u> - I can talk about how I can use the internet to find things out. - I can identify devices I could use to access information on the internet. - I can give simple examples of how to find information (e.g. search engine, voice activated searching). - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). - I can describe the people I can trust and can share this with; I can explain why I can trust them. - I know that work I create belongs to me. - I can name my work so that others know it belongs to me. - I can name the parts of a computer and know what they are used for: Mouse, Monitor, Printer, Keyboard, DVD/CD Rom, USB - I can shut down a computer appropriately
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National Curriculum Statutory Requirements	Year group	Curriculum Expectations
<u>Across KS1</u> - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. - use technology purposefully to create, organise, store, manipulate and retrieve digital content - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs	Year 1	<u>Digital Citizenship</u> - I can recognise that there may be people online who could make me feel sad, embarrassed or upset - If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling) - I can use the internet with adult support to communicate with people I know - I can explain why it is important to be considerate and kind to people online - I can recognise that information can stay online and could be copied - I can describe what information I should not put online without asking a trusted adult first - I can describe how to behave online in ways that do not upset others and can give examples - I can explain rules to keep us safe when we are using technology both in and beyond the home - I can give examples of some of these rules <u>Digital Literacy</u> - I can use skills I have learnt across multiple application programs, including: - I can input text and images using a simple publishing programs - I can type a simple sentences on the screen, making use of a word bank - I can alter my writing in a number of ways (size, colour, font etc.) - I can tell you the main keys for typing e.g. shift, space bar, full stop - I can type simple sentences using the correct format (capital letters, space and full stop) - I can use buttons within a programme to make text bold/ italics / text alignment etc. - I can move to different places in the text using the arrow keys or mouse - I can use the 'undo' icon to fix a mistake

recognise common uses of information technology beyond school	- I can use the digital camera independently - I can create a pictogram by entering data into a simple graphing package - I can use a pictogram to answer simple questions - I can explore sounds in a music programme or sound app <u>Computer Science FOCUS Vocab: ALGORITHM</u> - I can tell you what an algorithm is - I know that a program is a precise set of instructions - I can give and follow instructions, which include straight and / or turning commands – one at a time. - I can plan a simple algorithm - I can <u>create</u> a simple program - I can <u>debug</u> a simple program that is causing an unexpected outcome. - I can predict if a simple program will fulfil my algorithm - I can break a problem down into smaller parts (chunking / decomposing) <u>Information Technology</u> - I can identify a browser and can use the internet to find things out - I can use simple keywords in search engines - I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (Butterfly feeling) - I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school) - I can explain why I should always ask a trusted adult before I share any information about myself online - I can explain how passwords can be used to protect information and devices - I can explain why work I create using technology belongs to me - I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it') - I can save my work (Purplemash/school network) so that others know it belongs to me (e.g. filename, name on content) - I can identify the icons for applications on the desktop and launch accordingly - I know what a browser is and how to open one - I can use online resources – Google Maps & Google Earth to conduct research & find information
	Year 2 <u>Digital Citizenship</u> - I can explain how other people's identity online can be different to their identity in real life - I can describe ways in which people might make themselves look different online - I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. (Butterfly feeling) - I can use the internet to communicate with people I do not know well (e.g. email a pen pal in another school/ country) - I can give examples of how I might use technology to communicate with others I do not know well - I can explain how information put online about me can last for a long time. - I know who to talk to if I think someone has made a mistake about putting something online - I can give examples of bullying behaviour and how it could look online - I understand how bullying can make someone feel - I can talk about how someone can/would get help about being bullied online or offline - I can explain simple guidance for using technology in different environments and settings.

		• I can say how those rules/guides can help me • I can access school online resources e.g. Blog / Purplemash <u>Digital Literacy</u> • I can use skills I have learnt across multiple application programs, including: • I can start to use simple keyboard shortcuts Ctrl + B, I, U to edit my text style • I can use spell checker to check my work • I can use the 'undo' icon to fix a mistake • I can use the return/enter key to insert relevant line breaks • I know how to save an image from the internet rather than using copy & paste • I can add a page border • I can insert a basic table • I can say which page orientation would best suit my work. e.g. portrait to landscape • I can explain what digital communication is • I can use a range of ICT devices to create a sequence of sounds • I can use a digital video camera to capture film and images • I can arrange clips to make a short film that conveys meaning • I can add simple titles and credits • I can plan a simple Y/N tree diagram to sort information e.g. Branching database -2Question • I can create and search a branching database • I can use a database to answer simple questions • I can search a database to find information • I can use ICT to support handling data – creating simple graphs, bar charts and pie charts <u>Computer Science FOCUS Vocab: Program/Event</u> • I can tell you what a program is • I can tell you what an event is • I know programs need an event to begin • I can give and follow instructions, which include direction and turning command – several in order • I know that computers need precise instructions • I can plan use logical reasoning to predict outcomes • I can create a program that contains several commands for a device or software programme • I can debug a program independently that has caused an unexpected outcome • I can use different events to start my programs – timing / on click / on button press <u>Information Technology</u> • I can use keywords in search engines • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, and Siri) • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • I can explain why some information I find online may not be true • I can describe how online information about me could be seen by others • I can describe and explain some rules for keeping my information private • I can explain what passwords are and can use passwords for my accounts and devices
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Computing Progression Document

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National Curriculum Statutory Requirements	Year group	Curriculum Expectations
<u>Across KS2</u> - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,	Year 3	<u>Digital Citizenship</u> - I can explain what is meant by the term 'identity' - I can explain how I can represent myself in different ways online - I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) - I can describe ways people who have similar likes and interests can get together online - I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak) - I can explain some risks of communicating online with others I don't know well - I can explain why I should be careful who I trust online and what information I can trust them with - I can explain how my and other people's feelings can be hurt by what is said or written online. - I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried - I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life - I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online' - I can search for information about myself online - I can recognise I need to be careful before I share anything about others or myself online - I know who I should ask if I am not sure if I should put something online - I can explain what bullying is and can describe how people may bully others - I can describe rules about how to behave online and how I follow them - I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos) <u>Digital Literacy</u> - I can use skills I have learnt across multiple application programs, including: - I can type a number of sentences using the keyboard - I can use tab to indent paragraphs - I can use cut, copy and paste to re-order text - I can use simple keyboard shortcuts e.g. Ctrl + V, X, C to re-order text - I can use columns - I can use bullet points, speech bubbles, auto shapes and text boxes - I can format wrapping/layout of text boxes and images in word - I can format images - move, rotate and re-size shapes - I can use the format tab to alter word art to enhance my work - I can use a variety of table tools (EG merge cells, fill) - I can explain the difference between save and save as - I can create a folder to save my work in - I can give a file a name to identify it - I can create a new eBook with a front cover and add or remove pages - I can search and use a branching database to identify objects

analysing, evaluating and presenting data and information understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	- I can create a multimedia presentation / eBook incorporating images, sounds and text using a multimedia package / apps or online program - I can edit pictures using various tools in paint or photo-manipulation software - I can create a simple musical composition combining electronic and live sounds - I can add suitable sound effects and tracks - I can combine still/moving images in a show to create stop-motion animation/movies on a range of devices Computer Science FOCUS Vocab: Sequence - I can tell you what a sequence is - I can use logical reasoning to explain what will happen next - I can solve problems by decomposing them into smaller parts - I can use and edit a pre-written program to achieve a specific outcome - I can detect and debug errors in algorithms and programs - I can sequence a simple program on Logo to produce a line drawing - I can write a program to complete an algorithm - I know that a sequence is a list of instructions in a particular order - I know that if I change the sequence I may change the outcome of the program - I can predict how a change in a sequence may impact on the outcome of a program Information Technology - I can use key phrases in search engines - I can explain what autocomplete is and how to choose the best suggestion - I can explain how the internet can be used to sell and buy things - I can explain the difference between a 'belief', an 'opinion' and a 'fact' - I can give reasons why I should only share information with people I choose to and can trust - I can explain that if I am not sure or I feel pressured, I should ask a trusted adult - I understand and can give reasons why passwords are important - I can describe simple strategies for creating and keeping passwords private - I can describe how connected devices can collect and share my information with others - I can explain why copying someone else's work from the internet without permission can cause problems - I can give examples of what those problems might be - I understand file extensions and which ones attribute to different ICT products - .doc .xls .ppt .pub .pdf .mp3 .mp4 - I can communicate using a range of online resources (blogs, email)
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	Year 4	<u>Digital Citizenship</u> • I can explain how my online identity can be different to the identity I present in 'real life'. • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me • I can describe strategies for safe and fun experiences in a range of online social environments. • I can give examples of how to be respectful to others online • I can describe how others can find out information about me by looking online • I can explain ways that some of the information about me online could have been created, copied or shared by others • I can identify some online technologies where bullying might take place • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation) • I can explain how using technology can distract me from other things I might do or should be doing • I can identify times or situations when I might need to limit the amount of time I use technology • I can suggest strategies to help me limit this time <u>Digital Literacy</u> • I can use skills I have learnt across multiple application programs, including: • I can select appropriate tools to add emphasis and effect to my work • I can explain why I have chosen my layout and formatting • I can review and edit my work and talk about the changes I made • I can extend the use of multimedia packages to include importing images, hyperlinks and the use of sounds recorded independently • I can edit the colour, text and merge digital photographs using a range of devices e.g. Skitch, Microsoft image tools, collage app • I can storyboard a short film clip / animation - what would happen and when • I can effectively plan for an animation or film and use purposefully • I can take a series of pictures to form an a short film clip / animation / eBook • I can use a mobile device to film a short clip • I can save images at stages to compare my work and talk about the changes • I can edit video, animation or music footage by cropping clips • I can choose appropriate scene transitions • I can enter a basic mathematical formula into Excel • I can change the look of a spreadsheet by using different formats e.g. text styles, colour, number format inc, currency and date, row and column heights • I can insert and delete columns and rows in a spreadsheet • I can use SUM to calculate the total of a set of numbers in a range of cells • I can change data to answer "what if..." questions • I can use spreadsheets to create a graph • I can decide on the most appropriate form of graph for a data set giving reasons for my choice • I can interpret graphs of data collected from sensors <u>Computer Science FOCUS Vocab: Repeat/Loop</u> • I can tell you what a loop or repeat is • I can use sequence and loops (repetition) in programs confidently • I can detect and debug errors in algorithms and programs
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		• I can independently select and sequence code to make my own program • I know that a loop is used to repeat a set of instructions • I can demonstrate the loop or repeat command in all programming environments - I use more than 1 (2Simple – 2Code / ScratchJr /Kodu /Kodable / LightBot / ALEX / Scratch) • I can explain why it is important to use 'loops' in particular place in my sequence • I can transfer my coding skills between software <u>Information Technology</u> • I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts' • I understand what criteria have to be met before something is a 'fact' • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online • I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people • I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true • I can explain what a strong password is • I can describe strategies for keeping my personal information private, depending on context • I can explain that others online can pretend to be me or other people, including my friends • I can suggest reasons why they might do this • I can explain how internet use can be monitored • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it • I can talk about the advantages and disadvantages of using a computer • I understand that there are multiple platforms and the differences between these e.g. Windows / Apple / Android • I explain file extensions and which ones attribute to different ICT products- .zip • I can describe what an ISP is • I can describe what a URL (web address) is • I can explain domain name types - .ac. uk .gov .sch • I can identify the most relevant results from a search engine – not just 'sponsored' links • I can discuss what it means to save work locally, to a network or into the 'Cloud'
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systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	- Databases - I can create a database structure of my own and enter the data - I can prepare a data collection form and collect quality information - I can use spreadsheets to create a graph - I can decide on the most appropriate form of graph for a data set giving reasons for my choice - I can interpret graphs of data collected from a variety of sources <u>Computer Science FOCUS Vocab: Conditional/Selection</u> - I can tell you what a conditional is - I can plan and write an algorithm using the following: commands, sequence, repetition and selection 'if...then' (conditional statement) - I can detect and debug errors in more complex algorithms and programs - I can use selection to create games in which the user must make a choice - I can use my skills and understanding of selection in more than 2 programs <u>Information Technology</u> - I can use different search technologies - I can evaluate digital content and can explain how I make choices from search results - I can explain key concepts including: - Data, information, fact, opinion belief, true, false, valid, reliable and evidence - I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead) - I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical' - I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online - I can explain why some information I find online may not be honest, accurate or legal - I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose) - I can create and use strong and secure passwords - I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, and geolocation) with others - I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing - I can assess and justify when it is acceptable to use the work of others, and when I need to credit the source - I can give examples of content that is permitted to be reused - I can recognise that intellectual property rights and copyright protection carry over into the online world. - I can identify the features of legal downloads and illegal (pirated) content - I know what an operating system is and why it important - I can identify the key internal parts of a computer – RAM, memory, processor, motherboard - I can describe what each part does - I can discuss what it means to save work locally, to a network or to a 'Cloud' - I can identify the most relevant results from a search engine – not just 'sponsored' links - I can discuss what it means to save work locally, to a network or into the 'Cloud'
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	Year 6	<u>Digital Citizenship</u> • I can use technology safely and respectfully and responsibly • I can describe ways in which media can shape ideas about gender • I can identify messages about gender roles and make judgements based on them • I can challenge and explain why it is important to reject inappropriate messages about gender online • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline • I can explain why I should keep asking until I get the help I need • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming) • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both my friends and myself • I can explain how I am developing an online reputation, which will allow other people to form an opinion of me • I can describe some simple ways that help build a positive online reputation • I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me • I can identify a range of ways to report concerns in both school and at home about online bullying • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose • I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise) • I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents) <u>Digital Literacy</u> • I can use skills I have learnt across multiple application programs, including: • I can choose, select and use a combination of software to present my work • I can select appropriate tools to add emphasis and effect to my work • I can explain why I have chosen my layout and formatting • I can review and edit my work and talk about the changes I made • I can think about whether my work is suitable for the audience • I can draft and redraft my written work by deleting, inserting and replacing text to improve clarity and create mood • I can interpret graphs of data collected from a variety of sources <u>Computer Science FOCUS Vocab: Variables</u> • I can explain what a variable is • I can confidently use events, repeats, selection and variables • I can use a variable in a variety of programming software - 2Simple – 2Code / ScratchJr / Scratch / Kodu /Kodable / LightBot / ALEX / • I can confidently break a problem down and methodically create a program to solve it, testing and adapting as I go • I can evaluate the effectiveness of my programming and suggest improvements • I confidently use the Blockly programming language • I know that there are many other programming languages – C+, C#, java, Python, Ruby etc.
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	• Opportunities for Greater Depth: Transfer programming knowledge and skills to other platforms such as Scratch3 , Python or Ruby (support available) <u>Information Technology</u> • I can use search technologies effectively • I can explain how search engines work and how results are selected and ranked • I can describe how some online information can be opinion and can offer examples • I can explain how and why some people may present 'opinions' as 'facts' • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting') • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important • I can identify flag and report inappropriate content • I use different passwords for a range of online services • I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories) • I know what to do if my password is lost or stolen • I can explain what app permissions are and can give some examples from the technology or services I use • I can describe simple ways to increase privacy on apps and services that provide privacy settings • I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing) • I can demonstrate the use of search tools to find and access online content, which can be reused by others • I can demonstrate how to make references to and acknowledge sources I have used from the internet • I can independently save and retrieve work from different places • I can effectively research using the world wide web • I can suggest what technology might look like in twenty years' time
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