Computing Progression Ladder

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Plain text = Curriculum Expectations (please **DO NOT** change or delete these), *Italic = Additional WHIS/HJS*

	Year R (Computing)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	**Reception**						
Programming A and B	**By the end of Reception:** There are Computing ELG or statements in the EYFS however the computing we teach in school is supporting children in other areas of the EYFS and providing skills to access an increasingly digital world.		**By the end of KS1:** In Year 1 and 2 computing, students develop foundational programming and problem-solving skills through sequencing, predicting outcomes, and debugging. They learn to match commands to results, give and follow clear instructions, and experiment with movement commands to control devices and robots. They explore algorithms by planning and testing sequences, recognizing patterns, and using different programming tools to achieve similar outcomes. Through designing projects, selecting sprites, backgrounds, and programming blocks, they create and refine digital designs while debugging and improving their work. These skills foster logical thinking, creativity, and an understanding of how computers follow instructions to complete tasks.		**By the end of Lower Key Stage 2:** In Year 3 and 4 computing, students expand their programming knowledge by exploring Scratch, text-based coding, and loops. They learn that objects in Scratch have attributes, recognize commands as blocks, and create programs by typing commands. They design and test algorithms, use count-controlled loops, and modify code to achieve specific outcomes. Through sequencing, repetition, and event-driven programming, they refine their ability to predict, debug, and improve programs. They make design choices, incorporate sound and movement, and evaluate the effectiveness of their code. By reusing and adapting existing code snippets, they develop logical thinking and problem-solving skills in coding projects.		**By the end of Upper Key Stage 2:** In Year 5 and 6 computing, students develop more advanced programming skills, including working with microcontrollers, variables, loops, and selection statements. They learn to create circuits, program LEDs, and control multiple outputs using loops. They explore variables as placeholders for data, modifying them through conditions and user input. By implementing selection statements (if...then...else), they control program flow and create interactive projects. They design, test, debug, and refine programs, considering real-world applications and improving efficiency. Through experimentation with different inputs, debugging strategies, and structured program design, they enhance their ability to create, evaluate, and share sophisticated coding projects.	
	Copy the actions of others to operate simple equipment and toys	*Help adults operate equipment around the school, independently operating simple equipment*	-I can match a command to an outcome - I can predict the outcome of a command on a device - I can run a command on a device	-I can choose a series of words that can be enacted as a sequence - I can follow instructions given by someone else - I can give clear instructions	-I can explain that objects in Scratch have attributes (linked to) - I can identify the objects in a Scratch project (sprites, backdrops) - I can recognise that commands in Scratch are represented as blocks	-I can create a code snippet for a given purpose - I can explain the effect of changing a value of a command - I can program a computer by typing commands	-I can create a simple circuit and connect it to a microcontroller - I can explain what an infinite loop does - I can program a microcontroller to make an LED switch on	-I can explain that the way a variable changes can be defined - I can identify examples of information that is variable - I can identify that variables can hold numbers or letters
	Explore simple software to make things happen	*Use simple software to make things happen*	-I can follow an instruction - I can give directions - I can recall words that can be acted out	-I can show the difference in outcomes between two sequences that consist of the same commands - I can use an algorithm to program a sequence on a floor robot - I can use the same instructions to create different algorithms	-I can choose a word which describes an on-screen action for my plan - I can create a program following a design - I can identify that each sprite is controlled by the commands I choose	-I can test my algorithm in a text-based language - I can use a template to create a design for my program - I can write an algorithm to produce a given outcome	-I can connect more than one output component to a microcontroller - I can design sequences that use count-controlled loops - I can use a count-controlled loop to control outputs	-I can explain that a variable has a name and a value - I can identify a program variable as a placeholder in memory for a single value - I can recognise that the value of a variable can be changed
	Use buttons on electronic toys and be able to state what the buttons do.	*Press buttons on a floor robot or screen robot and talk about the movements*	-I can compare forwards and backwards movements - I can predict the outcome of a sequence involving forwards and backwards commands - I can start a sequence from the same place	-I can compare my prediction to the program outcome - I can follow a sequence - I can predict the outcome of a sequence	-I can create a sequence of connected commands - I can explain that the objects in my project will respond exactly to the code - I can start a program in different ways	-I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves - I can identify patterns in a sequence - I can use a count-controlled loop to produce a given outcome	-I can design a conditional loop - I can explain that a condition is either true or false - I can program a microcontroller to respond to an input	-I can decide where in a program to change a variable - I can make use of an event in a program to set a variable - I can recognise that the value of a variable can be used by a program
	Identify some differences between a variety of toys.	*Explore options and make choices with toys, software and websites*	-I can compare left and right turns - I can experiment with turn and move commands to move a robot - I can predict the outcome of a sequence involving up to four commands	-I can explain the choices I made for my mat design - I can identify different routes around my mat - I can test my mat to make sure that it is usable	-I can combine sound commands - I can explain what a sequence is - I can order notes into a sequence	-I can choose which values to change in a loop - I can identify the effect of changing the number of times a task is repeated - I can predict the outcome of a program containing a count-controlled loop	-I can explain that a condition being met can start an action - I can identify a condition and an action in my project - I can use selection (an 'if…then…' statement) to direct the flow of a program	-I can choose the artwork for my project - I can create algorithms for my project - I can explain my design choices
			-I can choose the order of commands in a sequence - I can debug my program - I can explain what my program should do	-I can create an algorithm to meet my goal - I can explain what my algorithm should achieve - I can use my algorithm to create a program	-I can build a sequence of commands - I can decide the actions for each sprite in a program - I can make design choices for my artwork	-I can explain that a computer can repeatedly call a procedure - I can identify 'chunks' of actions in the real world - I can use a procedure in a program	-I can create a detailed drawing of my project - I can describe what my project will do - I can identify a real-world example of a condition starting an action	-I can choose a name that identifies the role of a variable - I can create the artwork for my project - I can test the code that I have written

			-I can identify several possible solutions - I can plan two programs - I can use two different programs to get to the same place	-I can plan algorithms for different parts of a task - I can put together the different parts of my program - I can test and debug each part of the program	-I can identify and name the objects I will need for a project - I can implement my algorithm as code - I can relate a task description to a design	-I can design a program that includes count-controlled loops - I can develop my program by debugging it - I can make use of my design to write a program	-I can test and debug my project - I can use selection to produce an intended outcome - I can write an algorithm that describes what my model will do	-I can identify ways that my game could be improved - I can share my game with others - I can use variables to extend my game
			-I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite	-I can identify that a program needs to be started - I can identify the start of a sequence - I can show how to run my program	-I can choose which keys to use for actions and explain my choices - I can explain the relationship between an event and an action - I can identify a way to improve a program	-I can list an everyday task as a set of instructions including repetition - I can modify a snippet of code to create a given outcome - I can predict the outcome of a snippet of code	-I can identify conditions in a program - I can modify a condition in a program - I can recall how conditions are used in selection	-I can apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer my program to a controllable device
			-I can run my program - I can use a Start block in a program - I can use more than one block by joining them together	-I can change the outcome of a sequence of commands - I can match two sequences with the same outcome - I can predict the outcome of a sequence of commands	-I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement	-I can choose when to use a count-controlled and an infinite loop - I can modify loops to produce a given outcome - I can recognise that some programming languages enable more than one process to be run at once	-I can create a program with different outcomes using selection - I can identify the condition and outcomes in an 'if... then… else...' statement - I can use selection in an infinite loop to check a condition	-I can determine the flow of a program using selection - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program
			-I can change the value - I can find blocks that have numbers - I can say what happens when I change a value	-I can build the sequences of blocks I need - I can decide which blocks to use to meet the design - I can work out the actions of a sprite in an algorithm	-I can choose blocks to set up my program - I can consider the real world when making design choices - I can use a programming extension	-I can choose which action will be repeated for each object - I can evaluate the effectiveness of the repeated sequences used in my program - I can explain what the outcome of the repeated action should be	-I can design the flow of a program which contains 'if… then… else…' - I can explain that program flow can branch according to a condition - I can show that a condition can direct program flow in one of two ways	-I can experiment with different physical inputs - I can explain that checking a variable doesn't change its value - I can use a condition to change a variable
			-I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite	-I can choose backgrounds for the design - I can choose characters for the design - I can create a program based on the new design	-I can build more sequences of commands to make my design work - I can choose suitable keys to turn on additional features - I can identify additional features (from a given set of blocks)	-I can explain the effect of my changes - I can identify which parts of a loop can be changed - I can re-use existing code snippets on new sprites	-I can identify the outcome of user input in an algorithm - I can outline a given task - I can use a design format to outline my project	-I can explain the importance of the order of conditions in else, if statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <>=) in an if, then statement
			-I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move	-I can build sequences of blocks to match my design - I can choose the images for my own design - I can create an algorithm	-I can match a piece of code to an outcome - I can modify a program using a design - I can test a program against a given design	-I can develop my own design explaining what my project will do - I can evaluate the use of repetition in a project - I can select key parts of a given project to use in my own design	-I can implement my algorithm to create the first section of my program - I can share my program with others - I can test my program	-I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project
			-I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design	-I can compare my project to my design - I can debug my program - I can improve my project by adding features			-I can extend my program further - I can identify the setup code I need in my program - I can identify ways the program could be improved	-I can create a program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs
Vocabulary	Press, What happens? Show me.	Choice, program, buttons, up, down, forward, backwards, turn.	Bee-bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program ScratchJr, command, sprite, compare, programming, area, block, background, delete, reset, algorithm, predict, effect, change, value, instructions, design	instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.	- Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code. motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions. Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure. Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate		microcontroller, USB, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, action, debug, circuit, power, cell, buzzer Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.
Creating Media	**By the end of Reception:**		**By the end of KS1:** By the end of KS1, students develop		**By the end of Lower KS2:** By the end of Lower KS2, students		**By the end of Upper Key Stage 2:** By the end of Upper KS2,	

		key computing skills in digital art, music creation, text editing, and photography. They use paint tools to draw, select colors and shapes, and recreate artistic styles. They explore rhythm and melody, sequencing notes and experimenting with digital music. They learn to type, edit, and format text using basic word processing tools. In photography, they capture and evaluate images, considering lighting, composition, and perspective. Through these activities, students build creativity, digital literacy, and an understanding of how technology can be used to create and edit different forms of media.	develop key computing skills in digital publishing, audio recording, animation, and photo editing. They learn to combine text and images effectively, adjust font styles and layouts for clear communication, and create structured documents like magazine covers. They record and edit audio, plan engaging podcasts, and arrange sound for specific effects. In animation, they create flipbooks and stop-frame sequences, breaking down stories into settings and events. They explore photo editing by cropping, rotating, cloning, and applying color effects. Through these activities, students build creativity, digital literacy, and an understanding of multimedia content creation.	students refine their digital media skills across video production, web design, and 3D/vector drawing. They analyze video features, experiment with filming techniques, and edit content for clarity and impact. They explore website structure, create web pages, and use hyperlinks to navigate between them. They learn about copyright, fair use, and ethical content sharing. In design, they manipulate vector and 3D objects, using layers, resizing, rotation, and alignment tools to create detailed digital artwork. Through these activities, students develop creativity, technical proficiency, and an understanding of digital media creation and responsible online publishing.

	There are Computing ELG or statements in the EYFS however the computing we teach in school is supporting children in other areas of the EYFS and providing skills to access an increasingly digital world.							
	Mark make with a touch controlled device.	*Use mouse control and simple software to create pictures*	-I can draw lines on a screen and explain which tools I used - I can make marks on a screen and explain which tools I used - I can use the paint tools to draw a picture	-I can describe music using adjectives - I can identify simple differences in pieces of music - I can say what I do and don't like about a piece of music	-I can explain the difference between text and images - I can identify the advantages and disadvantages of using text and images - I can recognise that text and images can communicate messages clearly	-I can explain that the person who records the sound can say who is allowed to use it - I can identify the input and output devices used to record and play sound - I can use a computer to record audio	-I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos	-I can discuss the different types of media used on websites - I can explore a website - I know that websites are written in HTML
	Explore images both physical and digital and identify if they are interactive or not. E.g. when you press on the balloon it starts the makes a noise.	*Recognise text, images and sound when using ICT*	-I can make marks with the square and line tools - I can use the shape and line tools effectively - I can use the shape and line tools to recreate the work of an artist	-I can create a rhythm pattern - I can explain that music is created and played by humans - I can play an instrument following a rhythm pattern	-I can change font style, size, and colours for a given purpose - I can edit text - I can explain that text can be changed to communicate more clearly	-I can discuss what sounds can be added to a podcast - I can inspect the soundwave view to know where to trim my recording - I can re-record my voice to improve my recording	-I can experiment with different camera angles - I can identify and find features on a digital video recording device - I can make use of a microphone	-I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page
	Identify devices that allow you to take pictures or capture videos.	*Use a camera or sound recorder to collect photos or sound*	-I can choose appropriate shapes - I can create a picture in the style of an artist - I can make appropriate colour choices	-I can connect images with sounds - I can relate an idea to a piece of music - I can use a computer to experiment with pitch	-I can create a template for a particular purpose - I can define the term 'page orientation' - I can recognise placeholders and say why they are important	-I can explain how sounds can be combined to make a podcast more engaging - I can plan appropriate content for a podcast - I can save my project so the different parts remain editable	-I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose	-I can describe what is meant by the term 'fair use' - I can find copyright-free images - I can say why I should use copyright-free images
	Move physical objects around in a small world scenario and describe to others the purpose of the movement. E.g. He's eating his dinner.	*Use a mouse to rearrange objects and pictures on a screen*	-I can choose appropriate paint tools and colours to recreate the work of an artist - I can say which tools were helpful and why - I know that different paint tools do different jobs	-I can explain how my music can be played in different ways - I can identify that music is a sequence of notes - I can refine my musical pattern on a computer	-I can choose the best locations for my content - I can make changes to content after I've added it - I can paste text and images to create a magazine cover	-I can improve my voice recordings - I can record content following my plan - I can review the quality of my recordings	-I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video	-I can add content to my own web page - I can evaluate what my web page looks like on different devices and suggest/make edits - I can preview what my web page looks like
	Understand that text on devices or toys is there to aid understanding. *Identify text and images as separate things. E.g. that's my name and that is a dog.*	*Begin to use a keyboard to build words.*	-I can change the colour and brush sizes - I can make dots of colour on the page - I can use dots of colour to create a picture in the style of an artist on my own	-I can add a sequence of notes to my rhythm - I can create a rhythm which represents an animal I've chosen - I can create my animal's rhythm on a computer	-I can choose a suitable layout for a given purpose - I can identify different layouts - I can match a layout to a purpose	-I can arrange multiple sounds to create the effect I want - I can explain the difference between saving a project and exporting an audio file - I can open my project to continue working on it	-I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video - I can store, retrieve, and export my recording to a computer	-I can describe why navigation paths are useful - I can explain what a navigation path is - I can make multiple web pages and link them using hyperlinks

	Enjoy exploring age appropriate applications.	*Develop an interest in ICT by using age appropriate websites or programs*	-I can explain that pictures can be made in lots of different ways - I can say whether I prefer painting using a computer or using paper - I can spot the differences between painting on a computer and on paper	-I can explain how I changed my work - I can listen to music and describe how it makes me feel - I can review my work	-I can compare work made on desktop publishing to work created by hand - I can identify the uses of desktop publishing in the real world - I can say why desktop publishing might be helpful	-I can choose appropriate edits to improve my podcast - I can listen to an audio recording to identify its strengths - I can suggest improvements to an audio recording	-I can evaluate my video and share my opinions - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will impact on the quality of the final outcome	-I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website - I can explain the implication of linking to content owned by others
	Know that devices have different things on them. e.g. Mummy has that game on her phone but Daddy doesn't.	***Understand that work can be saved for later use.***	-I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard	-I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph	-I can create an effective flip book—style animation - I can draw a sequence of pictures - I can explain how an animation/flip book works	-I can explain why I might crop an image - I can improve an image by rotating it - I can use photo editing software to crop an image	-I can discuss how vector drawings are different from paper-based drawings - I can experiment with the shape and line tools - I can recognise that vector drawings are made using shapes	-I can add 3D shapes to a project - I can move 3D shapes relative to one another - I can view 3D shapes from different perspectives
	Be able to tell if a device is on or off.	***Know the computer requires a password. Know not to press the power button to turn off a computer.***	-I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys	-I can explain the process of taking a good photograph - I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format	-I can create an effective stop-frame animation - I can explain why little changes are needed for each frame - I can predict what an animation will look like	-I can experiment with different colour effects - I can explain that different colour effects make you think and feel different things - I can explain why I chose certain colour effects	-I can explain that each element added to a vector drawing is an object - I can identify the shapes used to make a vector drawing - I can move, resize, and rotate objects I have duplicated	-I can lift/lower 3D objects - I can recolour a 3D object - I can resize an object in three dimensions
			-I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters	-I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it	-I can break down a story into settings, characters and events - I can create a storyboard - I can describe an animation that is achievable on screen	-I can add to the composition of an image by cloning - I can identify how a photo edit can be improved - I can remove parts of an image using cloning	-I can explain how alignment grids and resize handles can be used to improve consistency - I can modify objects to create a new image - I can use the zoom tool to help me add detail to my drawings	-I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions
			-I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking	-I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo	-I can evaluate the quality of my animation - I can review a sequence of frames to check my work - I can use onion skinning to help me make small changes between frames	-I can experiment with tools to select and copy part of an image - I can explain why photos might be edited - I can use a range of tools to copy between images	-I can change the order of layers in a vector drawing - I can identify that each added object creates a new layer in the drawing - I can use layering to create an image	-I can accurately size 3D objects - I can combine a number of 3D objects - I can show that placeholders can create holes in 3D objects

			-I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use 'undo' to remove changes	-I can explain my choices - I can recognise that images can be changed - I can use a tool to achieve a desired effect				
			-I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing	-I can apply a range of photography skills to capture a photo - I can identify which photos are real and which have been changed - I can recognise which photos have been changed				

Vocabulary	Game, picture, writing, button, press	Move, screen, click, drag, mouse, button, tools	paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit. device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,	text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits. animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition. audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback. image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font.	vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share. website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed. TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify.
Data and Information	**By the end of Reception:** There are Computing ELG or statements in the EYFS however the computing we teach in school is supporting children in other areas of the EYFS and providing skills to access an increasingly digital world.		**By the end of KS1:** By the end of Key Stage 1, children will develop fundamental computing skills, focusing on data handling and categorisation. They will learn to describe and group objects based on their attributes, using labels and tally charts to organise information. They will record and compare data, represent it in pictograms, and answer questions about quantities, similarities, and differences. Through practical activities, they will enter and view data on a computer, learning how to present information in different formats. Additionally, they will explore safe information sharing and begin to understand why some data should not be shared. These skills will help them build confidence in using technology to collect, organise, and interpret information effectively.		***By the end of Lower KS2, children:*** By the end of Lower Key Stage 2, children will further develop their computing skills, particularly in data collection, organisation, and analysis. They will learn to group objects based on attributes, create and test branching databases, and use yes/no questions to classify information. They will explore different ways to view and sort data, recognising how data can be gathered over time and used to answer specific questions. Through hands-on experience, they will work with data loggers and sensors to collect and interpret real-time data. Additionally, they will gain an understanding of how to structure questions carefully to ensure accurate classification and analysis. By working independently and collaboratively, they will develop problem-solving skills and an awareness of real-world applications for data handling.		***By the end of Year 6, children:*** By the end of Upper Key Stage 2, children will build advanced data handling skills, focusing on organising, sorting, and analysing information using databases and spreadsheets. They will learn to navigate flat-file databases, define fields and records, and use multiple criteria to refine searches and answer questions. They will develop an understanding of structuring and formatting data, applying formulas, and using calculations to manipulate information effectively. Through practical activities, they will explore the benefits of using computers to create charts and tables, selecting appropriate formats to present data clearly. Additionally, they will learn to refine searches, filter information, and use logical operators such as 'AND' and 'OR' to enhance data selection. By applying these skills, they will be able to collect, organise, and interpret data to draw meaningful conclusions and present their findings confidently.	
	Look at pictures and describe what they show.	*Collect information as photos or sound files*	-I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups	-I can compare totals in a tally chart - I can record data in a tally chart - I can represent a tally count as a total	-I can create two groups of objects separated by one attribute - I can investigate questions with yes/no answers - I can make up a yes/no question about a collection of objects	-I can choose a data set to answer a given question - I can identify data that can be gathered over time - I can suggest questions that can be answered using a given data set	-I can create a database using cards - I can explain how information can be recorded - I can order, sort, and group my data cards	-I can collect data - I can enter data into a spreadsheet - I can suggest how to structure my data
	Sort pictures using a simple difference e.g. food not food.	*Use a simple pictogram or set of photos to count and organise information*	-I can count a group of objects - I can count objects - I can group objects	-I can enter data onto a computer - I can use a computer to view data in a different format - I can use pictograms to	-I can arrange objects into a tree structure - I can create a group of objects within an existing group	-I can explain what data can be collected using sensors - I can identify that data from sensors can be recorded - I can use data from a sensor	-I can choose which field to sort data by to answer a given question - I can explain what a field and a record is in a database	-I can apply an appropriate format to a cell - I can choose an appropriate format for a cell - I can explain what an item of

				answer simple questions about objects	- I can select an attribute to separate objects into groups	to answer a given question	- I can navigate a flat-file database to compare different views of information	data is
	Put similar things in the same group. Say what is similar.	*Identify and Count how many things meet a criteria. E.g. how many little blue bears do we have?*	-I can describe an object - I can describe a property of an object - I can find objects with similar properties	-I can explain what the pictogram shows - I can organise data in a tally chart - I can use a tally chart to create a pictogram	-I can group objects using my own yes/no questions - I can select objects to arrange in a branching database - I can test my branching database to see if it works	-I can identify the intervals used to collect data - I can recognise that a data logger collects data at given points - I can talk about the data that I have captured	-I can combine grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values - I can group information using a database	-I can construct a formula in a spreadsheet - I can explain which data types can be used in calculations - I can identify that changing inputs changes outputs
	Interpret simple data from a picture. E.g. They have brown hair because I can see their photo.	*Look at and begin to interpret data that others have shared.*	-I can count how many objects share a property - I can group objects in more than one way - I can group similar objects	-I can answer 'more than'/'less than' and 'most/least' questions about an attribute - I can create a pictogram to arrange objects by an attribute - I can tally objects using a common attribute	-I can compare two branching database structures - I can create yes/no questions using given attributes - I can explain that questions need to be ordered carefully to split objects into similarly sized groups	-I can explain that there are different ways to view data - I can sort data to find information - I can view data at different levels of detail	-I can choose multiple criteria to answer a given question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection	-I can apply a formula to multiple cells by duplicating it - I can calculate data using different operations - I can create a formula which includes a range of cells
	I know that pictures can be used to represent information. E.g. A bear on the cover of the book tells me the book is about bears.	*I can identify a graph or pictogram when looking in a book or online.*	-I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group	-I can choose a suitable attribute to compare people - I can collect the data I need - I can create a pictogram and draw conclusions from it	-I can create a physical version of a branching database - I can create questions that will enable objects to be uniquely identified - I can independently create questions to use in a branching database	-I can plan how to collect data using a data logger - I can propose a question that can be answered using logged data - I can use a data logger to collect data	-I can explain the benefits of using a computer to create charts - I can refine a chart by selecting a particular filter - I can select an appropriate chart to visually compare data	-I can apply a formula to calculate the data I need to answer questions - I can explain why data should be organised - I can use a spreadsheet to answer questions
			-I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found	-I can give simple examples of why information should not be shared - I can share what I have found out using a computer - I can use a computer program to present information in different ways	-I can create a branching database that reflects my plan - I can suggest real-world uses for branching databases - I can work with a partner to test my identification tool	-I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger - I can interpret data that has been collected using a data logger	-I can ask questions that will need more than one field to answer - I can present my findings to a group - I can refine a search in a real-world context	-I can produce a chart - I can suggest when to use a table or chart - I can use a chart to show the answer to questions
Vocabulary	Pictures, sort	Photo, information, shared	object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing	attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.	data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion.	database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation.	data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools.
	By the end of Reception: There are Computing ELG or statements in the EYFS however the computing we teach in school is supporting children in other areas of the EYFS and providing skills to access an increasingly digital world.		**By the end of KS1:** By the end of Key Stage 1, children will develop an understanding of information technology (IT) and its uses in everyday life. They will learn to identify different types of computers and IT devices, recognising that computers are a part of IT. They will explore how IT is used in different environments, such as school and home, and sort devices based on their purpose. Children will also learn how IT devices can work together and why we use technology to support various tasks. Additionally, they will begin to understand the importance of rules for using IT safely and responsibly. Through hands-on experiences, they will make choices about how they use IT for different activities, developing confidence in using technology effectively.		**By the end of Lower Key Stage 2, children:** By the end of Lower Key Stage 2, children will develop a deeper understanding of digital devices, computer networks, and the internet. They will learn how digital devices accept inputs, process information, and produce outputs, as well as how these devices connect within networks to share information. They will explore the structure of the internet, recognising it as a network of networks that provides various services, including websites and online content creation. Through hands-on activities, they will classify input and output devices, design simple digital systems, and understand how messages travel through networks. Additionally, they will develop awareness of online safety, learning that not all information on the World Wide Web is accurate or reliable. They will also consider the importance of content ownership and responsible sharing, understanding that rules exist to protect digital content. These skills will help them navigate and use technology confidently		**By the end of Year 6, children:** By the end of Upper Key Stage 2, children will have a strong understanding of computer systems, networks, and online communication. They will learn that computer systems consist of inputs, processes, and outputs and that they communicate with other devices using addresses and structured data transfer methods. They will explore how data is sent over the internet in packets and how search engines organise and rank information. Additionally, they will compare different search engines, refine web searches, and understand the role of web crawlers in indexing content. Children will also develop an awareness of how the internet enables collaboration, recognising both public and private ways of working together online. They will explore different methods of communication, choosing the most appropriate for

					and responsibly.		different purposes while understanding that online communication may not always be private. Furthermore, they will learn how search results can be influenced, how search engines generate revenue, and the limitations of online searches. Through this, they will build critical thinking skills, enabling them to navigate the digital world safely, responsibly, and effectively.	
Computing Systems and Networks	*Recognise some of the outcomes of technology in the home and Nursery e.g. The camera can take pictures. That toy plays music.*	Recognise purposes for using technology in school and at home	-I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT	I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT	-I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process	-I can demonstrate how information is shared across the internet - I can describe the internet as a network of networks - I can discuss why a network needs protecting	-I can describe that a computer system features inputs, processes, and outputs - I can explain that computer systems communicate with other devices - I can explain that systems are built using a number of parts	-I can describe how computers use addresses to access websites - I can explain that internet devices have addresses - I can recognise that data is transferred using agreed methods
	Understand that some objects belong to different people and that you may need their permission to use them.	*Understand that things they create belong to them and can be shared with others using technology*	-I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for	-I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for	-I can classify input and output devices - I can describe a simple process - I can design a digital device	-I can describe networked devices and how they connect - I can explain that the internet is used to provide many services - I can recognise that the World Wide Web contains websites and web pages	-I can explain the benefits of a given computer system - I can identify tasks that are managed by computer systems - I can identify the human elements of a computer system	-I can explain that all data transferred over the internet is in packets - I can explain that data is transferred over networks in packets - I can identify and explain the main parts of a data packet
	Recognise that interactive toys can help us play and learn.	*Recognise that they can use the Internet to play and learn*	-I can find examples of information technology - I can sort IT by where it is found - I can talk about uses of information technology	-I can find examples of information technology - I can sort IT by where it is found - I can talk about uses of information technology	-I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools	-I can describe how to access websites on the WWW - I can describe where websites are stored when uploaded to the WWW - I can explain the types of media that can be shared on the WWW	-I can compare results from different search engines - I can make use of a web search to find specific information - I can refine my web search	-I can explain that the internet allows different media to be shared - I can recognise how to access shared files stored online - I can send information over the internet in different ways
			-I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT	-I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT	-I can discuss why we need a network switch - I can explain how messages are passed through multiple connections - I can recognise different connections	-I can explain that internet services can be used to create content online - I can explain what media can be found on websites - I can recognise that I can add content to the WWW	-I can explain why we need tools to find things online - I can recognise the role of web crawlers in creating an index - I can relate a search term to the search engine's index	-I can explain how the internet enables effective collaboration - I can identify different ways of working together online - I can recognise that working together on the internet can be public or private
			-I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT	-I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT	-I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network - I can recognise that a computer network is made up of a number of devices	-I can explain that there are rules to protect content - I can explain that websites and their content are created by people - I can suggest who owns the content on websites	-I can explain that a search engine follows rules to rank results - I can give examples of criteria used by search engines to rank results - I can order a list by rank	-I can choose methods of communication to suit particular purposes - I can explain the different ways in which people communicate - I can identify that there are a variety of ways to communicate over the internet

			-I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities	-I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities	-I can identify how devices in a network are connected together - I can identify networked devices around me - I can identify the benefits of computer networks	-I can explain that not everything on the World Wide Web is true - I can explain why I need to think carefully before I share or reshare content - I can explain why some information I find online may not be honest, accurate, or legal	-I can describe some of the ways that search results can be influenced - I can explain how search engines make money - I can recognise some of the limitations of search engines	-I can compare different methods of communicating on the internet - I can decide when I should and should not share information online - I can explain that communication on the internet may not be private
Vocabulary	learn	Internet, computer, online,	technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.	Information technology (IT), computer, barcode, scanner/scan	digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets, internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts		system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking. communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, one-way, two-way, one-to-one, one-to-many.	

					internet, world wide web, social media.	
	By the end of Reception: By the end of Reception, children will begin to develop an awareness of online safety and responsible technology use. They will understand that they have the right to say 'no,' 'please stop,' 'I'll tell,' or 'I'll ask' if someone makes them feel sad, uncomfortable, embarrassed, or upset. They will explore ways the internet can be used for communication and discuss how they might use technology to talk to people they know. Children will also learn the importance of following rules to stay safe and healthy when using devices at home and in school, including managing screen time. They will be able to identify simple examples of personal information, such as their name, address, birthday, and age, helping them understand the need for privacy. Additionally, they will recognise that the work they create belongs to them, introducing the concept of ownership and respect for digital content. These early digital literacy skills will support their understanding of safe and responsible technology use as they grow.		**By the end of KS1:** By the end of Key Stage 1, children will have developed essential skills in managing online information and staying safe online. They will know how to use search engines, recognise that not everything online is real, and navigate basic webpages to find information. They will also understand online identity, learn how to protect it, and recognise when online interactions could make others feel upset or uncomfortable. Children will understand the importance of asking for permission online, respecting others' choices, and seeking help when needed. They will explain rules for using technology safely, both at home and in other settings, and understand the need for privacy, including keeping personal information secure and using passwords. These skills will help children build a positive and safe online presence while respecting others in the digital world.		***By the end of Lower Key Stage 2, children:*** By the end of Lower Key Stage 2, children will have a deeper understanding of navigating the digital world and managing online information. They will know how to use search engines effectively, distinguish between belief, opinion, and fact, and analyse information for accuracy. They will understand that shared opinions online don't always reflect truth and will respect others' decisions about content. Children will also grasp the concept of online identity, recognising that it can differ from offline identity, and be aware of online impersonation. They will learn about online relationships, including the importance of permission, safe socialising, and respectful behaviour in digital spaces. Additionally, they will recognise the impact of technology on well-being, understand screen time limits, and know how to protect their online reputation. Children will also learn to safeguard personal information, create strong passwords, and be mindful of privacy and security in the digital world. They will understand online bullying, its various forms, and how to seek support. Finally, they will understand copyright, ownership, and the importance of respecting others' content. These skills will help children become responsible, safe, and informed digital citizens.	***By the end of Upper Key Stage 2, children:***By the end of Upper Key Stage 2, children will have developed a deep understanding of managing online information, self-image, identity, online relationships, and digital well-being. They will recognise the importance of being sceptical online, evaluate the accuracy of information, and make responsible choices about their online identity. They will know how to seek help when faced with online problems, understand the impact of online interactions, and be respectful towards others. Additionally, children will learn strategies to protect their privacy, create strong passwords, manage screen time, and handle online bullying. They will also understand copyright and ownership, knowing when and how to reuse content legally and ethically.

Online Safety	***Self Image & Identity*** *I know, that I can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.*		**Managing Online Information** I can give simple examples of how to find information using digital technologies e.g. Kiddle, Google, Siri I know that there are a range of things online e.g. things which are real or make believe.	***Managing Online Information*** *I can use simple 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).*	**Managing Online Information** I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain the difference between 'belief', 'opinion' and 'fact' online and how and where they might be shared.	**Managing Online Information** I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can analyse information to judge the accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	**Managing Online Information** 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 identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads	**Managing Online Information** I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can analyse information to judge the accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
	Online Relationships *We talk about ways in which the internet can be used to communicate.* *We talk about how I (might) use technology to communicate with people I know.*		***Self Image & Identity*** *I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.* *If something makes me feel sad, worried or uncomfortable I* *can say when and how to speak to an adult I can trust to get help.*	***Self Image & Identity*** *I can explain how other people may look and act differently online and offline.* *I can give examples of issues online that might make someone* *feel sad, worried, uncomfortable or frightened*	**Self Image & Identity** I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online.	**Self Image & Identity** I can explain how my online identity can be different to my offline identity. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	**Self Image & Identity** I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	**Self Image & Identity** I can explain how my online identity can be different to my offline identity. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
	Health, Well-being & Lifestyle *I can follow the rules that to keep safe and healthy when using devices at home or in school (screen time etc.)*		**Online Relationships** I can give examples of when I should ask permission to do something online and explain why this is important. I can explain why it is important to be considerate and kind to people online and to respect their choices.	***Online Relationships*** *I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.* *I can explain who I should ask before sharing things about myself or others online.*	**Online Relationships** I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain the importance of giving and gaining permission before sharing things online.	**Online Relationships** I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	**Online Relationships** I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online.	**Online Relationships** I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
	Privacy & Security *I can identify simple examples of my personal information (e.g. name, address, birthday, age).*		***Health, Well-being & Lifestyle*** *I can explain rules to keep myself safe when using technology both in and beyond the home.*	***Health, Well-being & Lifestyle*** *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.*	**Health, Well-being & Lifestyle** I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of	**Health, Well-being & Lifestyle** I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of	**Health, Well-being & Lifestyle** I 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.	**Health, Well-being & Lifestyle** I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use

					time engaged.	time they use technology e.g. I can suggest strategies to help with limiting this time.		technology e.g. I can suggest strategies to help with limiting this time.
	Copyright & Ownership *I know that work I create belongs to me.*		***Online Reputation*** *I know 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.*	***Online Reputation*** *I can explain how information put online about someone can last for a long time.* *I can describe how anyone's online information could be seen by others.*	**Online Reputation** I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online.	**Online Reputation** I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others		**Online Reputation** I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
			Privacy & Security *I can explain that passwords are used to protect information and accounts.* *I know more detailed examples of information that is personal* *to someone.* *I can explain why it is important to ask an adult before sharing any personal information online.*	***Privacy & Security*** *I can explain how passwords can be used to protect information, accounts and devices.* *I can explain and give examples of what is meant by 'private'* *and 'keeping things private'.*	**Privacy & Security** I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can describe how connected devices can collect and share anyone's information with others.	**Privacy & Security** I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me.	**Online Reputation** I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect I can search for information about an individual online and summarise the information found.	**Privacy & Security** I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me.
					Online Bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.	**Online Bullying** I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	**Privacy & Security** I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	**Online Bullying** I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
			Online Bullying *I can describe how to behave online in ways that do not upset others and can give examples.*	***Online Bullying*** *I can explain what bullying is, how people may bully others and how bullying can make someone feel.*	**Copyright & Ownership** I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	**Copyright & Ownership** • 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 give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	**Online Bullying** I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult	**Copyright & Ownership** 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 give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

			Copyright & Ownership *I understand that work created by others does not belong to me even if I save a copy.*	***Copyright & Ownership*** *I can recognise that content on the internet may belong to other people.* *I can describe why other people's work belongs to them.*			**Copyright & Ownership** I can assess and justify when it is acceptable to use the work of others I can give examples of content that is permitted to be reused and know how this content can be found online.	
Vocabulary	Safe, real, not real.	Online safety, true, false, age appropriate, choice	*Private, age rating, safety, accurate, communicate*	*Blocked, reporting, rating, keywords, searching.*	*safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.*		*spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.*	