




Bengeworth CE Academy

Computing Curriculum and Online Safety Curriculum








September
2022




Reception - Computing Objectives

Computing Systems and Networks	Creating Media	Programming A	Computing Systems and Networks	Creating Media	Programming B
<i>What is technology?</i>	<i>Using an iPad</i>	<i>Computing unplugged</i>	<i>Accessing the Internet</i>	<i>Digital painting & Digital writing</i>	<i>Moving a robot</i>
To recognise that a range of technology is used around school	To show an interest in technology and how it works	To follow simple oral algorithms	To identify devices I could use to access information on the internet	To identify the monitor, mouse and keyboard on a desktop computer	To understand what a command is
To recognise that a range of technology is used at home	To select and use the camera to take a photo	To spot simple patterns	To use the internet as a way of finding information online	To use the mouse to draw a picture.	To move a device forwards, backwards, left and right
To know that information can be retrieved from computers	To select and use the microphone to record	To sequence simple familiar tasks	To access the internet using a device e.g. iPad, Computer	To become familiar with the letters on a keyboard and use it to type simple words.	To combine four direction commands to make a sequence

Reception - Online Safety Objectives

Half term	Strand/s to be covered	Objectives to be taught	Resources to be used
<u>Autumn 1</u>	 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. 	Smartie the Penguin
<u>Autumn 2</u>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can identify ways that I can put information on the internet. 	Project Evolve (all resources can be found in the Google Drive folder).



	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Spring 1</u></p>	 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p><i>N.A - COVERED WITHIN COMPUTING CURRICULUM (SYSTEMS AND NETWORKS)</i></p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • I can talk about how to use the internet as a way of finding information online. • I can identify devices I could use to access information on the internet. 	<p>‘Watching videos’ Thinkuknow - Jessie & Friends - Episode 1</p>
<p><u>Spring 2</u></p>	 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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 of these rules. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>




<p><u>Summer 1</u></p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Summer 2</u></p>	 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • I can describe who would be trustworthy to share this information with; I can explain why they are trusted. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
	 <p>Copyright and ownership</p> <p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I know that work I create belongs to me. • I can name my work so that others know it belongs to me 	<p>*Link objectives during Digital Painting & Writing.</p>




Year 1 - Computing Objectives

Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
<i>Technology Around Us</i>	<i>Digital Writing</i>	<i>Moving a robot</i>	<i>Grouping Data</i>	<i>Digital Painting</i>	<i>Animation</i>
To identify technology	To use a computer to write	To explain what a given command will do	To label objects	To describe what different freehand tools do	To choose a command for a given purpose
To identify a computer and its main parts	To add and remove text on a computer	To act out a given word	To identify that objects can be counted	To use the shape tool and the line tools	To show that a series of commands can be joined together
To use a mouse in different ways	To identify that the look of text can be changed on a computer ¹	To combine forwards and backwards commands to make a sequence	To describe objects in different ways	To make careful choices when painting a digital picture	To identify the effect of changing a value
To use a keyboard to type	To make careful choices when changing text	To combine four direction commands to make sequences	To count objects with the same properties	To explain why I chose the tools I used	To explain that each sprite has its own instructions
To use the keyboard to edit text	To explain why I used the tools that I chose	To plan a simple program	To compare groups of objects	To use a computer on my own to paint a picture	To design the parts of a project
To create rules for using technology responsibly	To compare writing on a computer with writing on paper	To find more than one solution to a problem	To answer questions about groups of objects	To compare painting a picture on a computer and on paper	To use my algorithm to create a program

Year 1 - Online Safety Objectives

Half term	Strand/s to be covered	Objectives to be taught	Resources to be used
<u>Autumn 1</u>	 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can recognise that there may be people online who could make someone 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 and how they can help. 	Project Evolve (all resources can be found in the Google Drive folder).
<u>Autumn 2</u>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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. 	Project Evolve (all resources can be found in the Google Drive folder).



	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<u>Spring 1</u>	 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. 	<p>'Learning about the Internet'</p> <p>Jigsaw - Optional Lesson Plan - Online Safety - Lesson 1</p>
<u>Spring 2</u>	 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can explain rules to keep myself safe when using technology both in and beyond the home. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>




<p><u>Summer 1</u></p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can give examples of when I should ask permission to do something online and explain why this is important. • I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). <p>Lesson 2:</p> <ul style="list-style-type: none"> • I can explain why it is important to be considerate and kind to people online and to respect their choices. • I can explain why things one person finds funny or sad online may not always be seen in the same way by others. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p> <p>‘Sharing Pictures’ - Thinkuknow Jessie & Friends</p>
<p><u>Summer 2</u></p>	 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can explain that passwords are used to protect information, accounts and devices. • I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 	<p>DigiDuck</p> <p>https://www.childnet.com/resources/digiduck-stories/</p>
	 <p>Copyright and ownership</p> <p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’). • I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). • I understand that work created by others does not belong to me even if I save a copy. 	<p>*Link to work children are producing from the Computing Curriculum objectives.</p>



Year 2 - Computing Objectives


Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
<i>Information Technology Around Us</i>	<i>Digital Photography</i>	<i>Robot Algorithms</i>	<i>Pictograms</i>	<i>Making Music</i>	<i>Programming Quizzes</i>
To recognise the uses and features of information technology	To know what devices can be used to take photographs	To describe a series of instructions as a sequence	To recognise that we can count and compare objects using tally charts	To say how music can make us feel	To explain that a sequence of commands has a start
To identify information technology in the home	To use a digital device to take a photograph	To explain what happens when we change the order of instructions	To recognise that objects can be represented as pictures	To identify that there are patterns in music	To explain that a sequence of commands has an outcome
To identify information technology beyond school	To describe what makes a good photograph	To use logical reasoning to predict the outcome of a program (series of commands)	To create a pictogram	To describe how music can be used in different ways	To create a program using a given design
To explain how Information technology benefits us	To decide how photographs can be improved	To explain that programming projects can have code and artwork	To select objects by attribute and make comparisons	To show how music is made from a series of notes	To change a given design
To show how to use information technology safely	To use tools to change an image	To design an algorithm	To recognise that people can be described by attributes	To create music for a purpose	To create a program using my own design
To recognise that choices are made when using information technology	To recognise that images can be changed	To create and debug a program that I have written	To explain that we can present information using a computer	To review and refine our computer work	To decide how my project can be improved

Year 2 - Online Safety Objectives

Half term	Strand/s to be covered	Objectives to be taught	Resources to be used
<u>Autumn 1</u>	 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can explain how other people may look and act differently online and offline. <p>Lesson 2:</p> <ul style="list-style-type: none"> I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. 	<p>Lesson 1: ‘Behaving Differently Online’ Jigsaw - Optional Lesson Plan - Online Safety - Lesson 2</p> <p>Lesson 2: ‘Playing Games’ Thinkuknow - Jessie & Friends - Episode 3</p>
<u>Autumn 2</u>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology’s capacity to create effective positive profiles.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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. I know who to talk to if something has been put online without consent or if it is incorrect. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>

	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p>Lesson 2:</p> <ul style="list-style-type: none"> • I can explain what bullying is, how people may bully others and how bullying can make someone feel. • I can explain why anyone who experiences bullying is not to blame. • I can talk about how anyone experiencing bullying can get help. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<u>Spring 1</u>	 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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). • I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). <p>Lesson 2:</p> <ul style="list-style-type: none"> • 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 real or true. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<u>Spring 2</u>	 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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. • I can say how those rules / guides can help anyone accessing online technologies. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



<p><u>Summer 1</u></p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. <p>Lesson 2:</p> <ul style="list-style-type: none"> 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 why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. <p>Lesson 3:</p> <ul style="list-style-type: none"> I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Summer 2</u></p>	 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). <p><i>N.A - COVERED WITHIN COMPUTING CURRICULUM (SYSTEMS AND NETWORKS)</i></p> <ul style="list-style-type: none"> <i>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</i> 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



	 Copyright and ownership This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.	Lesson 1: <ul style="list-style-type: none">• I can recognise that content on the internet may belong to other people.• I can describe why other people's work belongs to them.	Project Evolve (all resources can be found in the Google Drive folder).
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Year 3 - Computing Objectives



Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
<i>Connecting Computers</i>	<i>Stop Frame Animation</i>	<i>Sequencing Sounds</i>	<i>Branching Databases</i>	<i>Desktop Publishing</i>	<i>Events and Actions in programs</i>
To explain how digital devices function	To explain that animation is a sequence of drawings or photographs	To explore a new programming environment	To create questions with yes/no answers	To recognise how text and images convey information	To explain how a sprite moves in an existing project
To identify input and output devices	To relate animated movement with a sequence of images	I can identify that each sprite is controlled by the commands I choose	To identify the object attributes needed to collect relevant data	To recognise that text and layout can be edited	To create a program to move a sprite in four directions
To recognise how digital devices can change the way we work	To plan an animation	To explain that a program has a start	To create a branching database	To choose appropriate page settings	To adapt a program to a new context
To explain how a computer network can be used to share information	To identify the need to work consistently and carefully	To recognise that a sequence of commands can have an order	To identify objects using a branching database	To add content to a desktop publishing publication	To develop my program by adding features
To explore how digital devices can be connected	To review and improve an animation	To change the appearance of my project	To explain why it is helpful for a database to be well structured	To consider how different layouts can suit different purposes	To identify and fix bugs in a program
To recognise the physical components of a network	To evaluate the impact of adding other media to an animation	To create a project from a task description	To compare the information shown in a pictogram with a branching database	To consider the benefits of desktop publishing	To design and create a maze-based challenge

Year 3 - Online Safety Objectives

Half term	Strand/s to be covered	Objectives to be taught	Resources to be used
<u>Autumn 1</u>	 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how people can represent themselves in different ways online. • I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. 	Project Evolve (all resources can be found in the Google Drive folder).
<u>Autumn 2</u>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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. I can explain the need to be careful before sharing anything personal. • I can explain who someone can ask if they are unsure about putting something online. 	Google Legends - Be Internet Sharp - Think Before You Share (Age 7-9)

	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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. 	<p>Google Legends - Be Internet Kind - Respect Each Other (Age 7-9)</p>
<p><u>Spring 1</u></p>	 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. <p>Lesson 2:</p> <ul style="list-style-type: none"> I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). <p>N.A - COVERED WITHIN PSHE JIGSAW CURRICULUM:</p> <ul style="list-style-type: none"> <i>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</i> 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



<p><u>Spring 2</u></p>	 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). <p>Lesson 2:</p> <ul style="list-style-type: none"> I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Summer 1</u></p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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 what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. <p>Lesson 2:</p> <ul style="list-style-type: none"> I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



<u>Summer 2</u>	 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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 explain that if they are not sure or feel pressured then they should tell a trusted adult. <p>Lesson 2:</p> <ul style="list-style-type: none"> I can describe how connected devices can collect and share anyone's information with others. 	Google Legends - Be Internet Secure - Protect Your Stuff (Age 7-9)
	 <p>Copyright and ownership</p> <p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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. 	Project Evolve (all resources can be found in the Google Drive folder).




Year 4 - Computing Objectives


Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
<i>The Internet</i>	<i>Audio Editing</i>	<i>Repetition in Shapes</i>	<i>Data Logging</i>	<i>Photo Editing</i>	<i>Repetition in Games</i>
To describe how networks physically connect to other networks	To identify that sound can be digitally recorded:	To identify that accuracy in programming is important	To explain that data gathered over time can be used to answer questions	To explain that digital images can be changed	To develop the use of count-controlled loops in a different programming environment
To recognise how networked devices make up the internet	To use a digital device to record sound:	To create a program in a text-based language	To use a digital device to collect data automatically	To change the composition of an image	To explain that in programming there are infinite loops and count controlled loops
To outline how websites can be shared via the World Wide Web	To explain that a digital recording is stored as a file:	To explain what 'repeat' means	To explain that a data logger collects 'data points' from sensors over time	To describe how images can be changed for different uses	To develop a design which includes two or more loops which run at the same time
To describe how content can be added and accessed on the World Wide Web	To explain that audio can be changed through editing:	To modify a count controlled loop to produce a given outcome	To use data collected over a long duration to find information	To make good choices when selecting different tools	To modify an infinite loop in a given program
To recognise how the content of the WWW is created by people	To show that different types of audio can be combined and played together:	To decompose a program into parts	To identify the data needed to answer questions	To recognise that not all images are real	To design a project that includes repetition
To evaluate the consequences of unreliable content	To evaluate editing choices made:	To create a program that uses count controlled loops to produce a given outcome	To use collected data to answer questions	To evaluate how changes can improve an image	To create a project that includes repetition

Year 4 - Online Safety Objectives

Half term	Strand/s to be covered	Objectives to be taught	Resources to be used
<u>Autumn 1</u>	 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can explain how my online identity can be different to my offline identity. • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 	Project Evolve (all resources can be found in the Google Drive folder).
<u>Autumn 2</u>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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. 	Project Evolve (all resources can be found in the Google Drive folder).

	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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). • I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Spring 1</u></p>	 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. <p>N.A - COVERED WITHIN COMPUTING CURRICULUM (COMPUTING SYSTEMS AND NETWORKS)</p> <ul style="list-style-type: none"> • <i>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</i> • <i>I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</i> • <i>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</i> • <i>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</i> • <i>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.</i> 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



<p><u>Spring 2</u></p>	 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • 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 technology e.g. I can suggest strategies to help with limiting this time. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Summer 1</u></p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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. • I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Summer 2</u></p>	 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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; I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



	 Copyright and ownership <p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none">• 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.	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
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Year 5 - Computing Objectives


Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
<i>Sharing Information</i>	<i>Video Editing</i>	<i>Selection in Physical Computing</i>	<i>Flat-file Databases</i>	<i>Vector Drawing</i>	<i>Selection in Quizzes</i>
To explain that computers can be connected together to form systems	To recognise video as moving pictures, which can include audio	To control a simple circuit connected to a computer	To use a form to record information	To identify that drawing tools can be used to produce different outcomes	To explain how selection is used in computer programs
To recognise the role of computer systems in our lives	To identify digital devices that can record video	To write a program that includes count controlled loops	To compare paper and computer-based databases	To create a vector drawing by combining shapes	To relate that a conditional statement connects a condition to an outcome
To recognise how information is transferred over the internet	To capture video using a digital device	To explain that a loop can stop when a condition is met, eg number of times	To outline how grouping and then sorting data allows us to answer questions	To use tools to achieve a desired effect	To explain how selection directs the flow of a program
To explain how sharing information online lets people in different places work together	To recognise the features of an effective video	To conclude that a loop can be used to repeatedly check whether a condition has been met	To explain that tools can be used to select specific data	To recognise that vector drawings consist of layers	To design a program which uses selection
To contribute to a shared project online	To identify that video can be improved through reshooting and editing	To design a physical project that includes selection	To explain that computer programs can be used to compare data visually	To group objects to make them easier to work with	To create a program which uses selection
To evaluate different ways of working together online	To consider the impact of the choices made when making and sharing a video	To create a controllable system that includes selection	To apply my knowledge of a database to ask and answer real-world questions	To evaluate my vector drawing	To evaluate my program

Year 5 - Online Safety

Half term	Strand/s to be covered	Objectives to be taught	Resources to be used
<u>Autumn 1</u>	 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> 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. 	Project Evolve (all resources can be found in the Google Drive folder).
<u>Autumn 2</u>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> I can search for information about an individual online and summarise the information found. 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. 	Project Evolve (all resources can be found in the Google Drive folder).

	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p>N.A - COVERED WITHIN PSHE JIGSAW CURRICULUM:</p> <ul style="list-style-type: none"> • I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. <p>Lesson 1:</p> <ul style="list-style-type: none"> • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). <p>Lesson 2:</p> <ul style="list-style-type: none"> • I can explain how to block abusive users. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Spring 1</u></p>	 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. • I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. <p>Lesson 2:</p> <ul style="list-style-type: none"> • 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 evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



<p><u>Spring 2</u></p>	 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. • I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. • 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. <p>Lesson 2:</p> <ul style="list-style-type: none"> • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
<p><u>Summer 1</u></p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>N.A - COVERED WITHIN PSHE JIGSAW CURRICULUM:</p> <ul style="list-style-type: none"> • I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). • I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). • 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. 	<p>N.A</p>
<p><u>Summer 2</u></p>	 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • 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. 	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>



	 Copyright and ownership <p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none">• 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.	<p>Project Evolve (all resources can be found in the Google Drive folder).</p>
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Year 6 - Computing Curriculum


Computing Systems and Networks	Creating Media	Programming A	Data & Information	Creating Media	Programming B
<i>Internet Communication</i>	<i>Webpage Creation</i>	<i>Variable in Games</i>	<i>Introduction to Spreadsheets</i>	<i>3D Modelling</i>	<i>Sensing</i>
To identify how to use a search engine	To review an existing website and consider its structure	To define a 'variable' as something that is changeable	To identify questions which can be answered using data	To use a computer to create and manipulate three dimensional (3D) digital objects	To create a program to run on a controllable device
To describe how search engines select results	To plan the features of a web page	To explain why a variable is used in a program	To explain that objects can be described using data	To compare working digitally with 2D and 3D graphics	To explain that selection can control the flow of a program
To explain how search results are ranked	To consider the ownership and use of images (copyright)	To choose how to improve a game by using variables	To explain that formula can be used to produce calculated data	To construct a digital 3D model of a physical object	To update a variable with a user input
To recognise why the order of results is important, and to whom	To recognise the need to preview pages	To design a project that builds on a given example	To apply formulas to data, including duplicating	To identify that physical objects can be broken down into a collection of 3D shapes	To use an conditional statement to compare a variable to a value
To recognise how we communicate using technology	To outline the need for a navigation path	To use my design to create a project	To create a spreadsheet to plan an event	To design a digital model by combining 3D objects	To design a project that uses inputs and outputs on a controllable device
To evaluate different methods of online communication	To recognise the implications of linking to content owned by other people	To evaluate my project	To choose suitable ways to present data	To develop and improve a digital 3D model	To develop a program to use inputs and outputs on a controllable device

Year 6 - Online Safety Curriculum

Half term	Strand/s to be covered	Objectives to be taught	Resources to be used
<u>Autumn 1</u>	 <p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>	
<u>Autumn 2</u>	 <p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>	

	 <p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	
<u>Spring 1</u>	 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</p>	<p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present ‘opinions’ as ‘facts’; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influences peoples’ choices.</p>	

<p><u>Spring 2</u></p>	 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	
<p><u>Summer 1</u></p>	 <p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	
<p><u>Summer 2</u></p>	 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>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).</p>	

		I know that online services have terms and conditions that govern their use	
	 Copyright and ownership This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	