Beaulieu Village Primary School Progression of skills in Computing

	EYFS Skills					
Technology Around us	**Technology Around Us** *(on-going throughout the year):* **Skills** *Children can recognise some of the technology used in the home. *Children can identify how technology is used outdoors. *Children can identify technology used in the wider world.					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Photography	Children can: * look at photos and identify features (baby photos) *take photos using a device.				Children can use the webcam in Mini Mash	
Drawing skills		Children can: * select colours *choose tools to experiment with.	Children can: * change the pencil width. * use the undo button. * erase parts of pictures. * draw using a touch screen.			
Robots		Children can: *describe a route that is in progress. *plan routes for remote control toy vehicles.	Children can: *plan routes for a Beebot *use the buttons on a Beebot to make it move. * purposefully use the buttons on a Beebot to make it move one step at a time. *input a program of 2 or 3 steps into a Beebot and then run the program to make it move.			
Sounds		Children can join in with sounds made on the interactive whiteboard through dance and by singing.			Children can record spoken words and play them back, using Mashcams	Children can experiment in the music area of Mini Mash to combine sounds.
Safety and Privacy			Children can: *express how it feels to be uncomfortable with something - knowing when to say 'no'. *name key people who can help with negative feelings.	Children can: *begin to explain what 'private' means when using technology - beginning to be aware why we have individual passwords	Children are able to say what it means to own digital Content. (username, password, saved work in tray)	

				*begin to say what it means to own digital content.		
Mouse and Trackpad Skills				*move the mouse / touchpad purposefully *use the mouse/touchpad to make the cursor move around the computer screen to where they want it to go.	Children can: *click the left hand mouse/touchpad button to perform an action *use the click and drag to move objects purposefully.	*To use the mouse/touchpad accurately to click and drag objects on the screen.
Keyboard Skills					Children can: *find individual letters on the Keyboard * use the ENTER key, with support.	Children can: *use the spacebar with support. *begin to delete using the backspace key and the DELETE key, with support.
Hardware	Children know safe ways to transport portable devices.	Children are able to use devices with care		Children can: *understand why food and drink should be kept away from devices. *use devices with care		
Using Purple Mash with an Individual Login					Children can: *begin to navigate PM login Page with support. *use the PM login in 'picture password' *type in their username with support *begin to save work in own tray in Mini Mash, with support	Children can: *Log onto the Chromebooks, using their login card *log out of Purple Mash and the Chromebook and use the shut down key when they have finished using the Chromebooks. *save work in their own Mini Mash tray and begin to open work that I have done earlier.

Skills:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer science						
Understand what algorithms are; how they are implemented as programs on digital	Children understand than an algorithm is a set of instructions used to solve a problem or achieve an objective.	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs,				

devices; and that programs execute by following precise and unambiguous instructions.	They know that a computer turns an algorithm into code that the computer can understand.	children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.				
Create and debug simple programs.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.				
Use logical reasoning to predict the behaviour of simple programs.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.				
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.			Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code.	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible

			Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	make more intuitive attempts to debug their own programs	and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.			Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.			Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately	knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	organise code and the naming of variables	together to explain the program as a whole.
Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.			Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school

Skills:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology						
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are				

	Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.				
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Board	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.

					within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	

Skills:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital literacy						
Recognise common uses of information technology beyond school.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.				
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours				

			and content to a trusted adult.			
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.			Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

Skills:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online safety	Children can: • log in safely to Purple Mash and create an avatar • start to understand the idea of 'ownership' of their creative work. • find saved work in the Online Work area and find teacher comments. • search Purple Mash to find resources, with help • recognise some of the resources	Children can: • share work electronically using the display boards. • use digital technology to share work on Purple Mash to communicate and connect with others locally. • show some knowledge and understanding about sharing more globally on the Internet.	Children can: • understand what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. •recognise that the Internet can be used to help us to communicate effectively. • consider if what they read on websites is true by looking look	Children can: • recognise that security symbols such as a padlock protect their identity online. • explain the meaning of the term 'phishing' and are aware of the existence of scam websites. • identify possible risks of installing free and paid for software • recognise that malware is software that is specifically designed to disrupt,	Children can: • think critically about the information that they share online both about themselves and others. • say who to tell if they are upset by something that happens online. • use the SMART rules as a source of guidance when online. • think critically about what they	Children can: • identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. • identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. • identify the benefits and risks of giving personal information and device access to different software.

	available in the Topics section. • recognise some of the icons used in the resources in the Topics section. • start to add pictures and text to work. • explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. • explore the Games section on Purple Mash. • understand the importance of logging out when they have finished		at a 'spoof' website. •create a 'spoof' webpage. •think about why these sites might exist and how to check that the information is accurate. •recognise the meaning of age restrictions symbols on digital media and devices. •discuss why PEGI restrictions exist. •say where to turn for help if they see inappropriate content or have inappropriate contact from others.	damage, or gain access to a computer. • say what a computer virus is. • determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it • can cite sources that they have used. • take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. • give reasons for limiting screen time	share online, even when asked by a usually reliable person to share something. • have clear ideas about good passwords • can see how they can use images and digital technology to create effects not possible without technology. • begin to see how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. • can cite all sources when researching and explain the importance of this. • select keywords and search techniques to find relevant information and increase reliability • show an understanding of the advantages and disadvantages of different forms of communication and	• have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • identify the positive and negative influences of technology on health and the environment.

					when it is appropriate to use each.	
Email		Children can: • recognise Email as a communication tool using 2Respond simulations. • begin to understand how we talk to others when they are not there in front of us. • open and send simple online communications in the form of email.				
Digital footprint		Children can: • begin to understand that information put online leaves a digital footprint or trail. • begin to think about the information they leave online. • begin to identify the steps that can be taken to keep personal data and hardware secure.		Children can: • explain what a digital footprint is and how it relates to identity theft. • give examples of things that they would not want to be in their digital footprint		Children can • begin to understand how information online can persist and give away details of those who share or modify it. • discuss the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
Effective searching		Children can: • begin to gain a better understanding of searching the Internet.		Children can: • analyse the contents of a web page for clues about		

				refine searches using the Search tool.		the credibility of the information.			

Blogging				•understand how a blog can be used to help us communicate with a wider audience.					Children can • understand how to contribute to an existing blog. • understand how and why blog posts are approved by the teacher. • understand the importance of commenting on blogs. • peer-assess blogs against the agreed success criteria.

Online safety – education for the connected world	These 8 aspects of online education are from the government framework – Education for the connected world. In Beaulieu, we cover these 8 aspects through: Purple Mash online safety and other units of learning, PSHE lessons (Heartsmart), blogging, curricular lessons where the Internet is used and 'Safer Internet Day' **Where the skills below are in blue, these show how these objectives are taught as part of the online safety within our school's computing Scheme of work and Beaulieu's wider curriculum.** Please note that at Beaulieu, we have a 2-year curriculum cycle from year 1 onwards.						

	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Self-image and Identity	*I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. *I can explain how this could be either in real life or online.	*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	*I can explain how other people's identity online can be different to their identity in real life. *I can describe ways in which people might make themselves look different online *I can give examples of issues online that might make me feel	*I can explain what is meant by the term 'identity' *I can explain how I can represent myself in different ways online. *I can explain ways in which and why I might change my identity depending on what I am doing	*I can explain how my online identity can be different to the identity I present in 'real life'. *Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. *Making sense of online communication*	*I can explain how identity online can be copied, modified or altered *I can demonstrate responsible choices about my online identity, depending on context	*I can describe ways in which media can shape ideas about gender. *I can identify messages about gender roles and make judgements based on them. *I can challenge and explain why it is important to reject

	When using Purple Mash, the children will be introduced to the idea of online and the distinction between safe and unsafe online environments as part of class talk / Safer Internet Day	and how to speak to an adult I can trust and how they can help. *Children during role play, circle time and Paint projects, recognise feelings and expressions on their own and other's faces.*	sad, worried, uncomfortable or frightened; I can give examples of how I might get help. *Children begin to find out about digital identity and footprint through the year 2 online safety unit. They begin to recognise the use of Email for and other online communication.* *Safer Internet Day Heartsmart*	online (e.g. gaming; using an avatar; social media). *Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1). Reference to digital footprints – children focused on this in the Y2 Online Safety unit (2.2) and through inclusion of resources from Education for a connected world with Purple Mash – Year 3 and the Digital footprint slideshow and Quiz used within computing lessons (see the compoutiing SOW).*	*Use of Purple Mash Avatars – children are introduced to these in the Y1 Online Safety Unit (1.1). Children are introduced to the idea of a digital footprint in Year 2 and reference is made to such aspects throughout the lessons. Digital Footprint 2Connect – use during class discussion, add to and edit collaboratively by saving in a class folder and clicking the collaborate button .* *In the Year 4 Online Safety unit 4.2, children turn this understanding around in the study of online scams including phishing and malware demonstrating that assuming different identities can go both ways.*	*– quiz in Unit 5.2 (online Safety) children will manipulate images in relation to this objective.* *Children will have been ntroduced to the idea of different online identities in year 1 using avatars to represent themselves, in year 2 with a focus on digital footprint. This understanding is further encountered using 2Respond email simulations. In the year 6 online safety unit children will be exploring the impact of a digital footprint in more depth.*	inappropriate messages about gender online *I can describe issues online that might make me, or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. *I can explain why I should keep asking until I get the help I need. *Unit 6.2 (Online Safety) lesson 1 recaps online safety issues through creating a game.* *Unit 6.5 (Text Adventures) explores some aspect of this through making adventure games.*
Online relationships	*I can recognise some ways in which the internet can be used to communicate. *I can begin to give examples of how I (might) use technology to communicate with people I know. *If children use Mini Mash (MM), they will share their work through the MM trays*	*I can use the internet with adult support to communicate with people I know. *I can explain why it is important to be considerate and kind to people online *Use of Purple Mash Displayboards for sharing work within the class or school.*	*I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/ country). *I can give examples of how I might use technology to communicate with others I don't know well. *Children share work within the school*	*I can describe ways people who have similar likes and interests can get together online. *I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). *I can explain some risks of communicating online with others I don't know well.*	*I can describe strategies for safe and fun experiences in a range of online social environments. *I can give examples of how to be respectful to others online. *Social Network debate Keeping Safe Online. Class discussions about the issue of social network under-age and sharing*	*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 make positive contributions and be part of online communities. * I can describe some of the communities in which I am involved and describe how I	*I can show I understand my responsibilities for the well-being of others in my online social group. *I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). *I can demonstrate how I would support

	with their teachers and then classmates. Use of Mini Mash video content such as that in Simple City to demonstrate online communication. Use of tools such as 2Paint a Picture and Paint Projects, within Mini Mash to support communication for children who are not writing yet. Safer Internet Day	Feedback session using Purple Mash Displayboards to share work on the whiteboard Class discussion re examples of when to ask for permission to do something online, and discussion as to why this is important. Heartsmart lessons Safer Internet Day	community using a Purple Mash Displayboard. They also use the 2Respond email simulations to learn about email, responding to a 'trusted' character through Purple Mash. Safer Internet Day	*I can explain why I should be careful who I trust online and what information I can trust them with. A limited selection of emojis can be incorporated into text within 2Email. Unit 3.5 tEmail) teaches email in depth including the use of emojis. Teachers can also use emojis within 'Work' when giving student feedback. Unit 3.2 (Online Safety) builds upon online safety units from previous years to broaden and deepen understanding. Class discussions about requests to meet up for gaming games. Class discussions/ Safer Internet Day	personal details online. Unit 4.2 (Online Safety) builds upon online safety units from previous years with a focus on phishing, malware, plagiarism and screen time.	collaborate with others positively. Creation of class and school blogs using 2Blog. Although 2Blog blogs can be set to allow public comments, these are always subject to teacher moderation before becoming live. Year 6 unit 6.4 has a blogging focus.	others (including those who are having difficulties) online. *I can demonstrate ways of reporting problems online for both myself and my friends. Children explore this learning through our scheme of work in: - Unit 6.2 (Online Safety), lesson 2 -Unit 6.4 (Blogging).
Online reputation	I can identify ways that I can put information on the internet. Group/ class discussion about what adults use technology for. Safer Internet Day	*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. Children create avatars and learn how to log on and save work in their own	*I can explain how information put online about me 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.	*I can search for information about myself online. *I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. *I know who I should ask if I am not sure if	*I can describe how others can find out information about me by looking online *I can explain ways that some of the information about me online could have been created, copied or shared by others Class discussion about the issue of social network under-age	*I can search for information about an individual online and create a summary report of the information I find. *I can describe ways that information about people online can be used by others to make judgments about an individual.	*I can explain how I am developing an online reputation which will allow other people to form an opinion of me. *I can describe some simple ways that help build a positive online reputation. Unit 6.2 (Online Safety), lesson 2

		work file within the safety of Purple Mash.	Through the year 2 online safety children use Email for online communication and take part in discussions about proper behaviours in online communication and who to turn to.	I should put something online. Reflecting upon Year 2 Unit Online Safety Unit (2.2) where the focus was digital footprint. Safer Internet Day Acceptable Use Agreement	and sharing personal details online. Unit 4.2 (Online Safety) lesson 3 focuses on plagiarism.	At Beaulieu, we explore these aspects in detail in the Year 6 Scheme of Work Unit 6.2 (Online Safety).	
Online bullying	*I can describe ways that some people can be unkind online. *I can offer examples of how this can make others feel. *In Beaulieu, this relates to face-to-face communication within the early years setting, through PSHE.*	I can describe how to behave online in ways that do not upset others and can give examples. *Class discussion about feelings* *Safer Internet Day* *Heartsmart*	*I can give examples of bullying behaviour and how it could look online. *I understand how bullying can make someone feel. *I can talk about how someone can/would get help about being bullied online or offline. *Face-to-face communication, through discussion/ role play.* *Use of Anti Bullying resources within the Personal and Social Folder. Use of resources within the Online Safety Folder.* *PSHE through Heartsmart* *Anti-bullying week*	*I can explain what bullying is and can describe how people may bully others. *I can describe rules about how to behave online and how I follow them *Use of resources within the - Online Safety topic - class discussion* *Anti-bullying week* *Heartsmart*	*I can identify some online technologies where bullying might take place. *I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). *I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). *Unit 4.2 (Online Safety) lesson 1 focuses on phishing scams.*	*I can recognise when someone is upset, hurt or angry online. *I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone *I can explain how to block abusive users. *I can explain how I would report online bullying on the apps and platforms that I use. *I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). *Unit 5.2 (Online Safety) lesson 1.* *Unit 5.2 (Online Safety) lesson 1 highlights the 'Report to teacher' button in 2Email.*	*UI can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. *I can identify a range of ways to report concerns both in school and at home about online bullying. *Throughout our school's units oif learning, children are advised about reporting concerns.* *Beaulieu' school's Safeguarding Policy (support for local and national services that your school uses).* *Acceptable Use Agreement* *Heartsmart*

						Beaulieu's Safeguarding policy gives advice on local and national services available for our school.	
Managing online information	*I can talk about how I can use the internet to find things out. *I can identify devices I could use to access information on the internet. *I can give simple examples of how to find information (e.g. search engine, voice activated searching). *Watching an adult search for things within a protected online space such as Purple Mash / through directed teaching* *Part of class discussion and role play.*	*I can use the internet to find things out. *I can use simple keywords in search engines. *I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. *Children will carry out a search using Purple Mash as a search engine through computing lessons.* *Safer Internet Day* *Acceptable Use Agreement* *Heartsmart*	*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 (e.g. Alexa, Google Now, Siri). *I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. *I can explain why some information I find online may not be true. *Through the year 2 Purple Mash units of learning, the children learn about: -Layout, Icons and Buttons including throiuigh a Quiz Browser Placing Activity*	*I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. *I can explain how the internet can be used to sell and buy things. *I can explain the difference between a 'belief', an 'opinion' and a 'fact'. *Building upon Year 2 Unit 2.5 (Effective Searching) and including learning from Unit 3.2 (Online Safety) children focus on the validity of the information that they find when they search, including belief, opinion and fact.*	*I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts. *I understand what criteria have to be met before something is a 'fact'. *I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). *I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. *I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people *I can explain why lots of people sharing the same opinions or beliefs online does not make those	*I can use different search technologies *I can evaluate digital content and can explain how I make choices from search results. *I can explain key concepts including data, information, fact, opinion belief, true, false, valid, reliable and evidence. *I understand the difference between online misinformation (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). *I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. *I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online	*I can use search technologies effectively. *I can explain how search engines work and how results are selected and ranked. *I can demonstrate the strategies I would apply to be discerning in evaluating digital content. *I can describe how some online information can be opinion and can offer examples. * I can explain how and why some people may present 'opinions' as 'facts. *I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). *I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important

			-(Presenting Ideas). In this unit the children learn about the distinction between fiction and non-fiction. -through learning about effective searching, children talk about the most effective way to search a topic on the Internet and use Google with adult support to search an agreed key word.		opinions or beliefs true *Unit 4.7 (Effective Searching) lesson 3 focuses on reliable sources.* *Unit 4.2 (Online Safety) lesson 2 focuses on malware* *Safer Internet Day* *Class discusions*	*I can explain why some information I find online may not be honest, accurate or legal. *I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). *In Unit 4.7 (Effective Searching), children explore these aspects.* *Unit 5.2 (Online Safety) lesson 3 but also developed throughout the scheme of work units.*	*I can identify, flag and report inappropriate content. *These themes have been explored through Units 3.2 (lesson 2) and 5.2 (lesson 3). In Year 6 children are encouraged to use these methods whenever they use the Internet to search for anything.*
Health, wellbeing and lifestyle	*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 *Through role play related to technology around us in everyday life with electrical and cooking equipment, smoke/fire alarms, road and car safety that uses technology to keep us safe.*	*I can explain rules to keep us safe when we are using technology both in and beyond the home. *I can give examples of some of these rules. *Purple Mash lessons, including a unit about Technology Outside school). Role play and related to technology around us in everyday life with electrical and cooking equipment, smoke/fire alarms, road and car safety*	*I can explain simple guidance for using technology in different environments and settings. *I can say how those rules/guides can help me. *Children learn about these objectives through the Purple Mash Keeping Safe topic and the Digital Technologies topic* *Online Safety Safer Internet Day*	*I can explain why spending too much time using technology can sometimes have a negative impact on me *I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). *As part of the Year 4 Unit 4.2 (Online safety) children undertake a screen time study and explore this topic in*	*I can explain how using technology can distract me from other things I might do or should be doing. *I can identify times or situations when I might need to limit the amount of time I use technology. *I can suggest strategies to help me limit this time. *Unit 4.2 (Online Safety) lesson 4 focuses on screen time issues.*	*I can describe ways technology can affect healthy sleep and can describe some of the issues. *I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. *In the Year 4 Online Safety unit (4.2) lesson 4, children learnt about this aspect and did a screen time study. This aspect is*	*I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. *I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). *I can explain the importance of self-*

		that uses technology to keep us safe. *Heartsmart*	*Heartsmart*	*detail. In Year 3, children explore ratings and the meanings behind them.*		*revisited within the Year 6 Unit (6.2) lesson 3*	regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). *These aspects are studied in tUnit 3.2, lesson 3 and in Unit 6.2 (Online Safety), lesson 3*
Privacy and security	*I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). *I can describe the people I can trust and can share this with; I can explain why I can trust them. *Discussion as part of topics including People who help us and Keeping Safe*	*I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). *I can explain why I should always ask a trusted adult before I share any information about myself online. *I can explain how passwords can be used to protect information and devices. *Children can log on and log off Purple Mash and talk about why they have their own password.* *Creating an avatar Online safety*	*I can describe how online information about me could be seen by others *I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). *I can explain how passwords can be used to protect information, accounts and devices. *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) *Children learn about passwords and privacy through the year 2 unit about online safety. They learn to log on and log off Purple Mash and talk about why*	*I can give reasons why I should only share information with people I choose to and can trust. *I can explain that if I am not sure or I feel pressured, I should ask a trusted adult *I understand and can give reasons why passwords are important. *I can describe simple strategies for creating and keeping passwords private.*I can describe how connected devices can collect and share my information with others. *Year 3 Unit 3.2 (Online Safety)*	*I can explain what a strong password is. *I can describe strategies for keeping my personal information private, depending on context. *I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. *I can explain how internet use can be monitored. *By following the Computing Scheme of Work, children will have discussed passwords during various online safety units since Year 1 with focused lessons in Year 1, Year 3 and Year 5. In the Year 4 Online Safety unit 4.2, there is a focus on online*	*I can create and use strong and secure passwords. *II can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. *I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. *Unit 5.2 (Online Safety) lesson 2 Specific examples are the focus of the Year 6 Online Safety unit (6.2) lesson 1.*	*I use different passwords for a range of online services *I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). *I know what to do if my password is lost or stolen. *I can explain what app permissions are and can give some examples from the technology or services I use. *I can describe simple ways to increase privacy on apps and services that provide privacy settings. *I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).

			they have their own password. *Safer Internet day*		scams including phishing and malware. In the Scheme of Work unit 3.2 (Online Safety), lesson 3, children experienced an example of this in 2Write. **NB:** Purple Mash has in-built systems to notify us of inappropriate use of language within Purple Mash tools. Incidents will be reported to our teachers so that we can deal with them. If incidents occur when a child has used another child's identity to send messages or create content, Purple Mash are able to identify the individual machine (including home computers, ip addresses) that were used to create the content and will help our school to find the culprit.		*Passwords were a focus in the units 3.2, lesson 1 and 5.2, lesson 2. By now, children should be applying theselearnt strategies to other online services that they use.* *Unit 6.2 (Online Safety), lesson 2 explores these ideas further.* *Phishing and online scams were a focus in the Unit 4.2, lessons 1.and 2.*
Copyright and ownership	*I know that work I create belongs to me. *I can name my work so that others know it belongs to me. *This may include use of topic/ named MM trays*	*I can explain why work I create using technology belongs to me. *I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). *I can save my work so that others know it belongs to me (e.g.	*I can describe why other people's work belongs to them. *I can recognise that content on the internet may belong to other people.	*I can explain why copying someone else's work from the internet without permission can cause problems. *I can give examples of what those problems might be.	*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.	*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. *This is explored in Unit 5.2 (Online*	*I can demonstrate the use of search tools to find and access online content which can be reused by others. *I can demonstrate how to make references to and acknowledge sources

| | | filename, name on content).

Online Safety unit focuses on ownership and privacy. Children names their work and save it in their own folder. Reasons for doing this are discussed in detail. | | Throughout the Scheme of Work Online Safety units, children develop their understanding of ownership and privacy in relation to their own and others' work. As part of the Year 4 and 5 units 4.2 and 5.2 (Online Safety) children study this aspect in greater depth. In Year 3, children focus on the source of the information that they encounter on the Internet. Developing the idea that all content has ownership. | In the Year 4 Online Safety unit 4.2, lesson 3 there is a focus on plagiarism. | Safety) lessons 2 and 3. | I have used from the internet.

This was the focus of Unit 4.2, lesson 3 and 5.2, lesson 3. |