Computing at St Mawes School

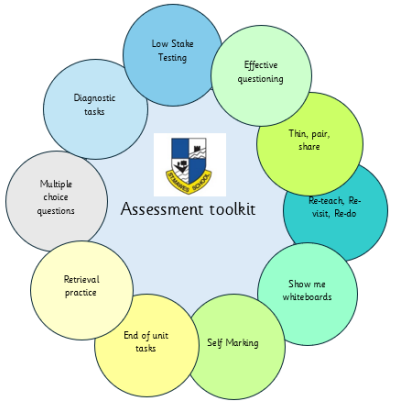
OUR INTENT

Technology is changing the lives of everyone. Through teaching Computing, we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.

It is our intention to enable children to find, explore, analyze, exchange and present information. We also focus on developing the skills necessary for children to use algorithms and develop their understanding of coding. We want children to be able to safeguard themselves online and demonstrate the importance of using technology safely. Our intent is for children to know more, remember more and understand more in computing so that they leave primary school computer literate.

FEEDBACK, PRACTICE AND RETRIEVAL

The purpose of feedback and assessment at St Mawes is to ensure children move forward in their learning, deepen their understanding and gain fluency. To ensure pupils make good progress, improve their confidence with a range of knowledge and skills and remember more of what they learn, regular practice and retrieval opportunities are planned for.





CROSS-CURRICULAR LINKS

Links are made between subjects to offer a creative way to develop children's knowledge, skills and understanding through a study of interconnected topics. Links are an effective way to teach children transferable problem solving skills, and to give real-world meaning to learning. Please see year group overviews for further details.

ENRICHMENT

Castle Class:

- Local history walk
- St Mawes castle
- Truro Museum workshops

Sail Class:

- Local history walk
- St Mawes castle
- Local Heritage group visitor
- Truro Museum workshops

4/5/6 residential will include a science and technology based visit such as the science museum in London or We are Curious in Bristol

IMPACT

- Enjoy their learning in Computing and high expectations allow for all pupils to achieve their best.
- Become confident users of technology and be able to use it to accomplish a wide variety of goals, both at home and in school.
- Be aware of technological uses and developments in the wider world.
- Have a secure and comprehensive knowledge of the implications of technology and digital systems.
- Be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems, understanding at all times the etiquette required as an online user.
- Be creative and imaginative when using technology to present, record and share their work.
- Be responsible, respectful and safe users of data, information and communication technology.
- Be digitally literate and develop the ability to think critically and analytically.
- Develop and widen their computer-related vocabulary.
- Be able to create, organize, store, manipulate and retrieve digital content effectively and safely.

SUPPORT

All children have access to the Computing curriculum at St Mawes.

Where specific support and guidance is needed, this is taken from the child's IPM or EHCP.

Knowledge Progression	Autumn	Spring	Summer
Year A	**KS1 Moving a robot** **What steps do we need to follow to make something work?** 1 - What will happen when we press this button on the robot? 2 - How can we use clear instructions to help someone move in the right way? 3 - How do we make the robot move forwards and backwards in the right order? 4 - How can we use turns and moves to get the robot where we want it to go? 5 - How can we plan and fix a program to make it work? 6 - How can we get to the same place in different ways? **KS2 Selection in Micro:bits** **How strong is a kick?** 1 - What are radio signals? 2 - Can I play a rock, paper, scissors? 3 - What is a loop game? 4 - How can I measure my kick strength? 5 - Can I create an assistant? **KS1 Digital Writing** **What can a computer help us do with our writing?** 1 - How do we use a keyboard to write on a computer? 2 - What happens when we press different keys? 3 - How can I change the way my writing looks? 4 - How can I choose the best way to change my writing? 5 - Why did I choose those tools to improve my writing? 6 - When is it better to type, and when is it better to write? **KS2 Selection in Quizzes Programming B** **How do programs use questions and decisions to create interactive quizzes?** 1 - How do computers make decisions in programs? 2 - How can a program choose between two different outcomes? 3 - How can a program use questions to decide what to do next? 4 - How do I plan a quiz that reacts to different answers? 5 - How can I test and improve my quiz program?	**KS1 Programming animations** **What can we make our characters do with code?** 1 – How can we make a character move using code? 2 - What happens when we join blocks together? 3 - How does changing a number in a block change what happens? 4 - Can we give different instructions to different characters? 5 - What do I want my characters to do, and how will I tell them? 6 - Does my code do what I planned? **KS2 Animation** **How can I create my own stop-frame animation to tell a story?** 1 - Can a picture really move? 2 - What makes stop-frame animations look like they're moving? 3 - How can I plan a story for my stop-frame animation? 4 - What helps my animation look realistic and smooth? 5 - How can I improve my animation using feedback? 6 - How can adding music and text improve my animation? **KS1 Digital Painting** **How can we use technology to create, save, and share our work?** 1 – How can we paint using computers? 2 - How can we use lines and shapes to create digital art like an artist? 3 - How can we use shapes and colours to create digital art like Henri Matisse? 4 - How can I use different digital paint tools to create art like Wassily Kandinsky? 5 - How can I use colours and brush tools to create my own picture like Georges Seurat? 6 - How is painting on a computer different from painting on paper? **KS2 Repetition in Shapes Programming A** **How can I use loops to create patterns and shapes in my code?** 1 - What happens when I give the computer commands? 2 - How can I use code to draw a letter? 3 - How can I use loops to repeat instructions? 4 - How do loops help me draw shapes in code? 5 - How can I break my code into smaller parts? 6 - How can I use loops and procedures to design a pattern?	**KS1-Technology & Computer Systems Around Us** **How can technology help us in our learning?** 1 - What is technology and how does it help us? 2 - What are the main parts of a computer and how do we use them? 3 - How can we use a mouse to control a computer? 4 - How do we use a keyboard to write and save our work? 5 - How can we use the keyboard to edit our writing? 6 - How can we use technology safely and responsibly? **KS2 Variables in Games Programming A** **How do games change?** 1 - What's a variable? 2 - Can games get better? 3 - Can I design a game? 4 - Is my game bugged? **KS1 Robot Algorithms** **How can I give clear instructions to make a robot do what I want?** 1 - How can I give clear instructions to help someone follow my steps 2 - What happens if I change the order of my instructions? 3 - Can I work out what a program will do before I run it? 4 - Can I design a mat that a robot can move around? 5 - How can I plan instructions to help a robot reach its goal? 6 - What can I do if my program doesn't work? **KS2 Micro:bits: Getting Active** How can computer help me keep fit? 1 - How can we use variables to describe and change things? 2 - How do variables help a program keep score or count actions? 3 - How can we program a micro:bit to count our steps? 4 - How can we use random numbers in a program to get people moving?

Year B	**KS1 Making Music** **How can we use technology to create and change sounds?** 1 - How does music make us feel? 2 - What patterns can we find in music? 3 - How can we use sounds to show ideas and feelings? 4 - How can I make music by changing notes and speed? 5 - How can I make music that shows what my animal is like? 6 - How can I make my music even better? **KS2 Online Safety** **How can I keep myself and others safe online?** 1 - What should we do if we're asked for personal information? 2 – What are the SMART rules? 3 – Can we create a resource to help others stay safe online? 4– How does my behaviour affect others? **KS1 Pictograms A** **How can pictures help us understand information?** 1 - How can we count things and find out which group has more? 2 - How can we use pictures to show what we have counted? 3 - How can we turn our counting into a fun picture chart? 4 - How can we sort things by what they are like and compare them? 5 - How can we describe people by what they have or like? 6 - How can we show our data in different ways on the computer? And when should we keep **KS2 Video Editing** **Can I play, like, share safely? (CEOP)** What is video? How do we record audio and video? Which devices and apps can we use to record video? Why use a green screen? How do we import and edit video clips? How do we evaluate our videos?	**KS1- Technology all around us.** **How does technology help us in our everyday lives?** 1 - What is information technology, and where do we see it? 2 - How is technology used in our school to help us learn and work? 3 - Where do we see technology outside of school, and what is it used for? 4 - How does technology make life easier or better for people? 5 - What rules help us stay safe when using technology? 6 - Why do we need to use technology in different ways for different tasks? **KS2 Connecting Computers-Computer Systems & Contexts** **How do the devices around us work and connect to each other?** 1 – How does a digital device work? 2 – What parts make up a digital device? 3 – How do digital devices help us? 4 – How am I connected? 5 – How are computers connected? 6 – What does our school network look like? **KS1 Digital Photography** **How can we use technology to create and change photos, and why does that matter?** 1 - How can I use a digital device to take a good photograph? 2 - How does turning the camera change the photo I take? 3 - What makes a photograph look good? 4 - How can light and focus make a photograph better? 5 - How can I change a photo to make it look different? 6 - How can we tell if a photo ha s been changed? **KS2 Audio Editing Digital** **How can I create and improve my own podcast?** 1 - How do we record sound and who owns it? 2 - How can I plan and record my own podcast? 3 - How can I add and arrange sounds to improve my podcast? 4 - How can I evaluate and improve my podcast?	**KS1 Grouping Data** **How can we sort and group information to help us find answers?** 1 - How can we use labels to describe and group objects? 2 - What happens when we group things before we count them? 3 - How can we describe an object in more than one way? 4 - Can we group the same objects in different ways? 5 - How are different groups of objects similar or different? 6 - How can grouping objects help us answer questions? **KS2 Systems & Searching Computer Systems & Contexts** **How do computer systems help us find and use information?** 1 - What makes a digital system work? 2 - How do computer systems help us in everyday life? 3 - How can we search the web to find the best information? 4 - How do search engines decide what to show us? 5 - What makes one webpage appear above another in search results? 6 - Who decides what we see when we search online? **KS1-Click and Go- Scratch JNR** **How does technology help us in our everyday lives?** 1 - What is information technology, and where do we see it? 2 - How is technology used in our school to help us learn and work? 3 - Where do we see technology outside of school, and what is it used for? 4 - How does technology make life easier or better for people? 5 - What rules help us stay safe when using technology? 6 - Why do we need to use technology in different ways for different tasks? **KS2 Repetition in Games** **How can I use repetition and loops to create and improve animations and games in Scratch?** 1 - How can I use loops in Scratch to draw shapes? 2 - What are the different types of loops, and when should I use them in my program? 3 - How can I use loops to animate the letters in my name? 4 - How can I modify loops to change a game? 5 - How can I design a game that uses repetition? 6 - How can I create and improve my game using my design?

Year C	**KS1 Moving a robot** **What steps do we need to follow to make something work?** 1 - What will happen when we press this button on the robot? 2 - How can we use clear instructions to help someone move in the right way? 3 - How do we make the robot move forwards and backwards in the right order? 4 - How can we use turns and moves to get the robot where we want it to go? 5 - How can we plan and fix a program to make it work? 6 - How can we get to the same place in different ways? **KS2 Communication & Collaboration Computer Systems & Contexts** **Do computers talk?** 1 - Does the internet have an address? 2 - Does data come in packets? 3 - Can computers collaborate? 4 - How do computers share work? 5 - How does a computer communicate? 6 - Is all communication good? **KS1 Digital Writing** **What can a computer help us do with our writing?** 1 - How do we use a keyboard to write on a computer? 2 - What happens when we press different keys? 3 - How can I change the way my writing looks? 4 - How can I choose the best way to change my writing? 5 - Why did I choose those tools to improve my writing? 6 - When is it better to type, and when is it better to write? **KS2 3D Modelling** **How do I create a 3D model?** 1 - What is 3D modelling? 2 - How do I modify 3D objects? 3 - Can I make my name? 4 - Can a desk be tidied? 5 - What's the plan? 6 - Can I create my own model?	**KS1 Programming animations** **What can we make our characters do with code?** 1 – How can we make a character move using code? 2 - What happens when we join blocks together? 3 - How does changing a number in a block change what happens? 4 - Can we give different instructions to different characters? 5 - What do I want my characters to do, and how will I tell them? 6 - Does my code do what I planned? **KS2 Branching data bases** **Can I create a database that has different levels?** 1 - Can I create yes/ no questions? 2 - Can I make groups? 3 - Can I create a branching database? 4 - Can I structure a branching database? 5 - Can I plan a branching database? 6 - Can I create a XX identifier? **KS1 Digital Painting** **How can we use technology to create, save, and share our work?** 1 – How can we paint using computers? 2 - How can we use lines and shapes to create digital art like an artist? 3 - How can we use shapes and colours to create digital art like Henri Matisse? 4 - How can I use different digital paint tools to create art like Wassily Kandinsky? 5 - How can I use colours and brush tools to create my own picture like Georges Seurat? 6 - How is painting on a computer different from painting on paper? **KS2 Book Creator** **How can we turn our writing into a digital book?** 1 - How do I get started with Book Creator? 2 - How can I use Book Creator to type out a story or poem? 3 - How can I make sure my digital writing is clear and correct using punctuation? 4 - How do I use technology to make my work ready for publishing?	**KS1-Technology & Computer Systems Around Us** **How can technology help us in our learning?** 1 - What is technology and how does it help us? 2 - What are the main parts of a computer and how do we use them? 3 - How can we use a mouse to control a computer? 4 - How do we use a keyboard to write and save our work? 5 - How can we use the keyboard to edit our writing? 6 - How can we use technology safely and responsibly? **KS2 Web Page Creation** **How can we create websites that are easy to use, look great, and respect others?** 1 - What makes a website easy and fun to use? 2 – How would you lay out your webpage? 3 – Copyright or CopyWRONG? 4 – How does a webpage look? 5 - How can we help people find their way around a website? 6 - What should we think about before linking to other people's content? **KS1 Robot Algorithms** **How can I give clear instructions to make a robot do what I want?** 1 - How can I give clear instructions to help someone follow my steps 2 - What happens if I change the order of my instructions? 3 - Can I work out what a program will do before I run it? 4 - Can I design a mat that a robot can move around? 5 - How can I plan instructions to help a robot reach its goal? 6 - What can I do if my program doesn't work? **KS2 Photo Editing** **How can I change and improve digital images responsibly?** 1 - How can I change the composition of a digital image? 2 - How can I use colours and filters to change the mood of an image? 3 - How can cloning be used to improve or change parts of a photo? 4 - How can I combine parts of different images to create a new image? 5- How can I plan and create a new image by combining different photos? 6- How can I review and improve my edited image

Year D	**All Online safety and etiquette** **KS1 Making Music** **How can we use technology to create and change sounds?** 1 - How does music make us feel? 2 - What patterns can we find in music? 3 - How can we use sounds to show ideas and feelings? 4 - How can I make music by changing notes and speed? 5 - How can I make music that shows what my animal is like? 6 - How can I make my music even better? **KS2 Vector Drawing** **How can I draw with a computer?** 1 - How do you change line, shape and colour? 2 - How do you change size, direction and alignment? 3 - How do you group and layer objects? 4 - How can I draw with a computer? **KS1 Pictograms A** **How can pictures help us understand information?** 1 - How can we count things and find out which group has more? 2 - How can we use pictures to show what we have counted? 3 - How can we turn our counting into a fun picture chart? 4 - How can we sort things by what they are like and compare them? 5 - How can we describe people by what they have or like? 6 - How can we show our data in different ways on the computer? And when should we keep **KS2 Flat-file Databases Data & Information** **Can I create a flat-file database?** 1 - What is a database? 2 - Can I create a computerised database? 3 - How do you use a database? 4 - Why is a search tool helpful? 5 - Does data look different? 6 - When can I use a database to help me?	**KS1- Technology all around us.** **How does technology help us in our everyday lives?** 1 - What is information technology, and where do we see it? 2 - How is technology used in our school to help us learn and work? 3 - Where do we see technology outside of school, and what is it used for? 4 - How does technology make life easier or better for people? 5 - What rules help us stay safe when using technology? 6 - Why do we need to use technology in different ways for different tasks? **KS2 Data Logging** **How can we use digital devices to gather and understand information over time?** 1 - How can data collected over time help us answer questions? 2 - How can sensors and data loggers help us collect data automatically? 3 - How do data loggers collect and record data over time? 4 - How can computers help us analyse and understand data? 5 - How can I plan and use data logging to answer a question? 6 - How can I use data from a data logger to answer my question? **KS1 Digital Photography** **How can we use technology to create and change photos, and why does that matter?** 1 - How can I use a digital device to take a good photograph? 2 - How does turning the camera change the photo I take? 3 - What makes a photograph look good? 4 - How can light and focus make a photograph better? 5 - How can I change a photo to make it look different? 6 - How can we tell if a photo ha s been changed? **KS2 Spreadsheets Data & Information** **Can I create a Spreadsheet?** 1 - Can I collect data? 2 - What is formatting? 3 - What's the formula? 4 - How do I calculate and duplicate? 5 - How do you plan an event? 6 - Can I present my data?	**KS1 Grouping Data** **How can we sort and group information to help us find answers?** 1 - How can we use labels to describe and group objects? 2 - What happens when we group things before we count them? 3 - How can we describe an object in more than one way? 4 - Can we group the same objects in different ways? 5 - How are different groups of objects similar or different? 6 - How can grouping objects help us answer questions? **KS2 Sequence in Music Programming A** **How can I use Scratch to design and create my own interactive project?** 1 - What are the main parts of Scratch and how do they work together? 2 - How can I make sprites move using coding blocks? 3 - How can I use sequences and events to start and control my Scratch project? 4 - Why does the order of commands in a sequence matter? 5 - How can I make my Scratch project look and sound interesting? 6 - How can I design and build a Scratch project that plays music? **KS1-Click and Go- Scratch JNR** **How does technology help us in our everyday lives?** 1 - What is information technology, and where do we see it? 2 - How is technology used in our school to help us learn and work? 3 - Where do we see technology outside of school, and what is it used for? 4 - How does technology make life easier or better for people? 5 - What rules help us stay safe when using technology? 6 - Why do we need to use technology in different ways for different tasks? **KS2 Events & Actions Programming B** **How can I use events and actions to design and control a Scratch project?** 1 - How can events control what a sprite does in Scratch? 2 - How can I program a sprite to move in all directions? 3 - How can I use the pen extension to make my sprite draw? 4 - How can I add new features to improve my Scratch project? 5 - How can I find and fix problems in my Scratch program? 6 - How can I design and code my own Scratch maze challenge?

Computer Science- Programming	**Skills Progression**
EYFS	
Year 1	I can understand and create algorithms in order (steps or rules as instructions, e.g. how to make a sandwich) I understand that algorithms must be precise and accurate
Year 2	I can predict the behaviour of simple programs I can create and run a program (an algorithm or multiple algorithms that can be understood by a computer) I can debug (find and fix a problem) within a simple program
Year 3 and 4	I can use **selection** in my programs. (Also known as **conditionals** or **When / Then** statements). (e.g. When space bar is pressed, then sprite jumps) I can use **repetition** (sometimes referred to as **loops**) in my programs. I can create variables within my programs (e.g. a timer, score)

	I can debug programs multiple times to accomplish specific goals
Year 5 and 6	I can write code that uses variables as a condition for selection (e.g. use a variable to select which lighting pattern will run on a set of traffic lights) I can decompose (break into smaller chunks) a programming problem I can use a random function in my code for purposeful effect (e.g. a program randomly chooses a number from 1-4 and displays a corresponding statement) I can produce a multifunction, debugged program that uses variables, selection and repetition.
Controlling hardware and machines	**Skills Progression**
EYFS	
Year 1	I can identify the major parts of **digital devices** (e.g. keyboard, screen, power, batteries, touchscreen, power button and trackpad)
Year 2	I understand that **digital devices** run programs that have been created by humans
Year 3 and 4	I can identify inputs of common computing devices (e.g keyboard, temperature sensor, tilting a device) I can identify the outputs of common computing devices (e.g. display on a screen, Bluetooth signal, print) I can control or simulate programmable hardware (e.g. a Sphero robot)
Year 5 and 6	I can create code that acts on multiple inputs I can create code that produces multiple outputs I can program and debug multiple functions on programmable hardware (e.g. with a Microbit)

Information Technology-Operate, understand and implement	**Skills Progression**
EYFS	
Year 1	I can use **apps** and **websites** to help my learning I can **save and find** work that I have produced (includes **auto-save**) I can move a **cursor** with the trackpad and **click** on an icon
Year 2	I can **type** and **edit** text I can use **two-finger scrolling** on a touchpad I understand that **emails** and other digital communications can be sent and received from various types of digital device
Year 3 and 4	I know how to **search** for items on the internet I can use technology to organise and manipulate **digital content** I can **type** to achieve a specific goal I can perform a **two-finger click** to access additional options I can **present** collected information or data to a group or audience I can **type** to achieve a specific goal, including accurate punctuation and spelling check I can use technical vocabulary to describe how computing equipment and networks function, including **storage** (e.g. USB drives, Google drive), **apps** and the **world wide web**
Year 5 and 6	I can edit and improve **onscreen writing**, including digital thesaurus use I can **collaborate** meaningfully with **networked technologies** (for example, within a shared document or shared workspace) I can combine a variety of **software** (programs that run on computers) to accomplish given goals I can collect and **analyse** data or information using technology (e.g. use a spreadsheet to produce a graph) I can make document **layout** and **design** decisions based on purpose (e.g. format a formal letter) I can **re-order** on-screen sentences for clarity, purpose or effect
Multimedia and Sound	**Skills Progression**
EYFS	
Year 1	I can use a **digital device** to capture photos (e.g. with an iPad)
Year 2	I can use **technology** to capture and manipulate (position, re-size, rotate) photos as part of a piece of work
Year 3 and 4	I can create **video** as part of my learning (e.g. using an iPad) I can create an **animation** (e.g. stop-frame animation on an iPad) I can create sound, music or a **podcast** using digital technology I can create a **3D graphic** using computer-aided design software (e.g. using Tinker cad)
Year 5 and 6	I can edit **video**, bringing together different media elements (e.g. stills, video, captions and sound) to produce an effective final product I can storyboard and create an **animation** I can design, create and edit sound, music, or a podcast using digital technology I can design, create and modify 3D graphics for purpose using computer aided design software (e.g. using Tinker cad)
Digital Literacy- Self image and identity	**Skills Progression**

EYFS	
Year 1	If something happens that makes me feel sad, worried, uncomfortable or frightened I can say how and when to speak to an adult I can trust.
Year 2	I can describe ways in which people might make themselves look different online.
Year 3 and 4	I can describe ways in which media can shape ideas about gender. I can explain how my online identity can be different to the identity I present in 'real life'.
Year 5 and 6	I can explain how identity online can be copied, modified or altered. I can explain how I can represent myself in different ways online
Online relationships	**Skills Progression**
EYFS	
Year 1	I can know some ways in which the **internet** can be used to talk.
Year 2	I can explain some risks of communicating **online** with others I don't know well.
Year 3 and 4	I can explain how mine and other people's feelings can be hurt by what is said or written online. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.
Year 5 and 6	I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online.
Online reputation	**Skills Progression**
EYFS	
Year 1	I can say which information I should not put **online** without asking a trusted adult first.
Year 2	I can explain how information put online about me can last for a long time.
Year 3 and 4	I know who I should ask if I am not sure if I should put something online. I can describe how others can find out information about me by looking online.
Year 5 and 6	I can describe ways that information about people online can be used by others to make judgments about an individual. I can describe some simple ways that help build a positive online reputation.
Online bullying	**Skills Progression**
EYFS	
Year 1	I can say how to behave online in ways that do not upset others
Year 2	I can say how to behave online in ways that do not upset others
Year 3 and 4	I can describe rules about how to behave online and how I follow them. 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).
Year 5 and 6	I can explain how I would report online bullying on the apps and platforms that I use. I can identify a range of ways to report concerns both in school and at home about online bullying.
Managing online information	**Skills Progression**
EYFS	
Year 1	I can identify devices I could use to access information on the internet.
Year 2	I can show how to move around a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).
Year 3 and 4	I can evaluate digital content and can explain how I make choices from search results. I can **analyse** information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'
Year 5 and 6	I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true 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.
Health, wellbeing and lifestyle	**Skills Progression**
EYFS	
Year 1	I can explain rules to keep us safe when we are using technology both in and beyond the home.
Year 2	I can explain how the rules for keeping us safe work when using technology.
Year 3 and 4	I can identify when I might need to limit the amount of time I use technology. I can describe ways technology can affect healthy sleep and can describe some of the issues.
Year 5 and 6	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).
Privacy and security	**Skills Progression**
EYFS	
Year 1	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
Year 2	I can explain why I should always ask a trusted adult before I share any information about myself online.
Year 3 and 4	I can describe simple strategies for creating and keeping passwords private.

	I can explain how internet use can be monitored.
Year 5 and 6	I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. 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).
Copyright and ownership	**Skills Progression**
EYFS	
Year 1	I can name my work so that others know it belongs to me.
Year 2	I can see that content on the internet may belong to other people.
Year 3 and 4	I can explain why copying someone else's work from the internet without permission can cause problems. I can assess and justify when it is acceptable to use the work of others.
Year 5 and 6	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.