Year 1						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	My Online Life (Digital Literacy)	Mini Beasts (Information Technology)	What is a Computer? (Computer Science)	Modern Tales (Digital Literacy)	News Presenters (Information Technology)	My Friend the Robot (Computer Science)
Big Question	How should we communicate online?	How do you make an information video?	What is a computer and how can it be used?		What is news and what is scripted?	What are robots and what jobs do they do around the world?
Mandatory Skills	Can do the basics with technology. Take a good quality photograph and video on an ipad/digital camera.	Can do the basics with technology. Take a good quality photograph and video on an ipad/digital camera.	Can do the basics with technology. Take a good quality photograph and video on an ipad/digital camera.	Can do the basics with technology. Take a good quality photograph and video on an ipad/digital camera.	Can do the basics with technology. Take a good quality photograph and video on an ipad/digital camera.	Can do the basics with technology.
Computer Science			Create algorithms that can be turned into a program using a robot or digital device. Independently debug simple sequence errors in a program. Use logical reasoning to predict the outcome of simple programs.			Can use logical reasoning to predict the outcome of simple programs. Can independently debug simple sequence errors in a program. Create algorithms that can be turned into a program using a robot or digital device.

						Can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.
Information Technology	Can use technology to create and present my ideas. Can organise and store my digital work. Can collect and sort data.	Can use technology to create and present my ideas. Can organise and store my digital work. Can collect and sort data.	Can use technology to create and present my ideas.	Can use technology to create and present my ideas. Can organise and store my digital work. Can collect and sort data.	Can use technology to create and present my ideas. Can organise and store my digital work. Can collect and sort data.	Can use technology to create and present my ideas. Can organise and store my digital work.
Digital Literacy	Can recognise the ways we use technology in our classroom, my home and community. Can use a search engine. Understand something online may upset and know where to find	Can recognise the ways we use technology in our classroom, my home and community. Can use a search engine. Communicate politely via the internet.	Can recognise the ways we use technology in our classroom, my home and community.	Can recognise the ways we use technology in our classroom, my home and community. Can communicate politely via the internet. Can use a search engine.	Can use a search engine. Can use a search engine. Is aware that content online is owned by the person that created it	Can recognise the ways we use technology in our classroom, my home and community.

	help it anything does. Communicate politely via the internet. Understand that once something is posted you lose control of it. Can describe how to behave online in ways that do not upset others and can give examples. Know the rules of using technology at home or in school. Explain what personal information is and give examples of it. Be aware that online content is owned by the person that created it.			I understand something online may upset and know where to find help it anything does. Can describe how to behave online in ways that do not upset others and can give examples. I know the rules of using technology at home or in school. I can explain what personal information is and give examples of it		
Vocabulary	Reputation Online Bullying Copyright Self Image Identity	Internet Information Online Mini-beast Communicate	Logical Reasoning Algorithm Sprite QR Code	Internet QR Code Personal Information Follow Trust	News Keyboard Mouse Save Data	Logical Reasoning Algorithm Robot QR Code

	Trust Online Risks Profile Password Trusted adult Private Download Login Digital Communicate Icon Personal Information Website Search Private Information Link Menu Bluetooth Online rules Wifi / Wireless Follow	Self portrait Design Landscape Download Digital Illustration Green screen Login Share Icon Website Folder Files Save Edit	Computer / Tablet Keyboard Login / Sign in Loop (repeat) Scratch Jr Microphone Mouse Selfie Smart Speaker / TV Bug (debugging) Website Program Digital Device Camera Printer Technology Save / Share Hard Drive App Record	App / Application Login Share Online Risks Private Profile Password Digital Device Website Trusted adult Communicate Technology Folder Files Save Private Information Online rules Edit	Digital Website Link Photo Camera Video Document Software File Folder Communicate Send/Receive Sign-in Landscape Portrait Green Screen Effects Copyright Icon Tools Download Browser Keywords Search	Computer / Tablet Keyboard Program Microphone Digital Device Bug (debugging) Camera Selfie Font Digital Device App Record Save / Share Processor Machine Instructions Text BeeBot Sequence Sensors

Year 2						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	My Online Life **(Digital Literacy)**	**Presentations and Typing** **(Information Technology)**	**Code a Story** **(Computer Science)**	**Online Buddies** **(Digital Literacy)**	**Whatever the Weather** **(Information Technology)**	**Making Games** **(Computer Science)**

Big Question	Can you trust everyone you meet online?	What is technology?	Can you write an algorithm?	How can we use technology to communicate?	How can we present and interpret data using a computer?	
Mandatory Skills	To save, share and retrieve my digital work. Use technology to organise and present my ideas.	To save, share and retrieve my digital work. Use technology to organise and present my ideas.	To save, share and retrieve my digital work. Use technology to organise and present my ideas.	To save, share and retrieve my digital work. Use technology to organise and present my ideas.	To save, share and retrieve my digital work. Use technology to organise and present my ideas.	To save, share and retrieve my digital work. Use technology to organise and present my ideas.
Computer Science			Plan out an algorithm with a sequence of commands to carry out specific tasks. Identify "Bugs" in computer programs and use the term debug in context. Create a simple repeat loop. Create a simple game program.			Can create a simple repeat loop. Can create a simple game program. Can predict the outcome of a sequence of blocks in Scratch. Can plan out an algorithm with a sequence of commands to carry out specific tasks. Can identify 'bugs' in computer programs

			Predict the outcome of a sequence of blocks in Scratch.			and use the term debug in context.
Information Technology	Can use technology to create and present my ideas. Can organise and store my digital work. Can collect and sort data.	Use design and formatting to enhance my digital work. Create with technology e.g. video or animation. Collect and record data.	Use design and formatting to enhance my digital work. Create with technology e.g. video or animation.	Use design and formatting to enhance my digital work. Create with technology e.g. video or animation. Collect and record data.	Use design and formatting to enhance my digital work. Collect and record data.	Use design and formatting to enhance my digital work. Create with technology e.g. video or animation.

Digital Literacy	Give examples of how technology is used to communicate beyond school.	Give examples of how technology is used to communicate beyond school.	Know the rules of technology at home or in school.	Give examples of how technology is used to communicate beyond school.		Can share their work with others.
	Know the rules of using technology at home or in school.	Aware that content online is owned by the person that created it.	Explain what personal information is understand the need for passwords to protect it.	Understand that somethings online may upset me and that I cannot trust everyone.		Know the rules of using technology at home or in school. (Health well being)
	Understand that somethings online may upset me and that I cannot trust everyone.			Use online services to communicate safely.		Can use online services to communicate safely. (Online Relationships)
	Use online services to communicate safely.			Understand that once something is posted you lose control if it and know how to get help if I need to.		
	Understand that once something is posted you lose control if it and know how to get help if needed.			Give examples of online bullying behaviour, I understand the impact it may have and I know where to go to for support.		

	Explain what personal information is and understand the need for passwords to protect it. Be aware that online content is owned by the person that created it. Give examples of online bullying behaviour, I understand the impact it may have and I know where to go to for support.			Know the rules of technology at home or in school. Explain what personal information is understand the need for passwords to protect it.		
Vocabulary	Reputation Online Bullying Copyright Self Image Identity Trust Risks Profile Password Private Empathy	Template Presentation Chat Template Input Landscape Copyright Data Publish	Repeat Backdrop Program Loops Characters Code Sequence Debug Password	Reputation Data / Information Software / app Communicate Self Image Online Bullying Interact Digital Book	Data Record Sort Collect Spreadsheet	Repeat Backdrop Program Loops Characters Code Sequence Debug

		Download WWW Publish Software Images Browser Evaluation	Username Execute/Run Browser WWW Backdrop Images Digital Book Code Computational Thinking	Risks Identity Fictitious/Fake Images Private Profile Copyright Post Template Empathy Trust WWW Username Chat Password Avatars		Execute/Run Upload Backdrop Images Code

Year 3						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	My Online Life **(Digital Literacy)**	**Rainforests** **(Information Technology)**	**Dancing Robot** **(Computer Science)**	**Online Detectives** **(Digital Literacy)**	**Be Digitally Awesome!** **(Information Technology)**	**Programming with Robots** **(Computer Science)**
Big Question	What is meant by your online identity?	What is 360º video and how can we use	How can we use our critical thinking, problem solving and	How can you use the world wide web to authenticate facts	Do you know the basics of using technology?	What is a computer program?

		it to explore faraway places?	debugging skills to create an interactive dancing robot game?	and identify people and places?		
Mandatory Skills	Discuss different types of digital content and file types.				Can discuss different types of digital content and file types. Troubleshoot when something doesn't appear to be working with my device.	Troubleshoot when something doesn't appear to be working with my device. Discuss different types of digital content and file types.
Computer Science			Create a simple flow diagram. Understand that I must keep testing my program and I can recognise when I need to debug it. Can use repeat commands to		Can explain how the internet works.	Explain how the internet works. Explain how a search engine works. Use logical reasoning to predict and correct errors in algorithms and programs. Plan, create and debug programs. Use decomposition to help me solve computing problems.

			improve my programs. Create a basic game using Hopscotch, Tynker or Scratch Jr/Scratch.			Use sequence, selection, repetition and variables in programs. Work with various forms of input and output.
Information Technology		Improve the quality and presentation of my work using editing and formatting techniques. Create with technology e.g. video or 3D.	Improve the quality and presentation of my work using editing and formatting techniques. Identify bugs (errors) in code and predict outcomes. Create my own sprite and background in Scratch. Evaluate my work and improve its effectiveness.	Make judgements about the usefulness of information. Use search tools to find and use an appropriate website. Analyse information and make accurate searches. Evaluate my work and improve its effectiveness.	Use advanced search tools. Collect, analyse, evaluate and present data and information. Create with technology. E.g. Video, animation, 3D Improve the quality and presentation of my work using editing and formatting techniques.	Create with technology. E.g. Video, animation, 3D. Improve the quality and presentation of my work.

			Create an eBook to retell a story. E.g. I can combine a mixture of text, graphics and sound to share my ideas and learning.			
Digital Literacy	Explain what is meant by the term identity. Explain how I can represent myself in different ways online. Explain ways in which I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media). Describe ways people who have similar likes and			Search for and use information from a range of sources. Make exact searches on the world wide web.	Know how to use the internet. (Online Bullying) Understand the need for copyright and the consequences of ignoring it. (Copyright) Can analyse information and make accurate searches	Know who I should be sharing information with and how to keep my data secure. Understand the term identity and I can take appropriate measures to protect my own online identity.

	interests can get together online. Give example of technology specific forms of communications (e.g. emojis, acronyms, text speak). Explain some risks of communicating online with other I don't know well. Explain why I should be careful who I trust online and what information I can trust them with. Explain how my and other people's feelings can be hurt by what is said or written online.				

	Explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.				
	Explain what it means to know someone online and why this might be different from knowing someone in real life.				
	Explain what is meant by 'trusting someone online' and why this is different from 'like someone online'.				
	Search for information about myself online.				
	Recognise I need to be careful before I share anything				

	about myself or others online. Know who I should ask if I am not sure if I should put something online.					
Vocabulary	Reputation Communicate Self Image Online Bullying Risks Identity Fictitious/Fake Images Private Profile Copyright Template Empathy Trust WWW Username Chat Password Avatars	IPad Research Download Bar Chart Computer Export Data Information Device QR Code Keyword Font App / Application Video (Editing) Voice Over Media Technology Audio Broadcast Search Digital Browser Recording AR	Code / Coding App Debugging Program Flow Diagram Tablet Broadcast Background Sprite Decomposition Bugs Conditional Repeat Sequencing Website Animation Command Journal Screencasts Algorithm Save Visual coding Screenshot Input / Output	Facts Search Search Engine Images Information Authenticate	App Shortcut Presentation Application Browsers Word Processing Cloud Bookmark Multimedia File Copyright Hyperlink Folder Search Engine Formulae GigaByte URL MegaByte Font Digital Content Spreadsheet	Technology Robot Apps Software Hardware Engineering Electronics Internet Network Simulation Search Engine Profile Password Images Backdrop Private Fake News Font Post Sprite Template Input Output WWW Stage Username Illustration Browser File

					Palette
					Folder
					PDF
					Reliable
					Evaluation
					Decomposition Facts
					Digital Content
					Screenshot
					Multimedia
					Repeat/Loop
					Algorithm Program
					Flow Chart Sequence
					X/Y Axis Debug
					Command
					Condition Code Block
					Variables

Year 4						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	My Online Life **(Digital Literacy)**	**Endangered Species** **(Information Technology)**	**Hour of Code** **(Computer Science)**	**Real or Fake** **(Digital Literacy)**	**Dinosaurs** **(Information Technology)**	**Games Designer** **(Computer Science)**
Big Question	How can my online identity be different to that of my everyday life?	Can you create an environmental campaign?	Can I use code to animate?	What is fake news and can you identify it?	What filming techniques can you use to make a movie?	What is it like to be a games designer as a career?

Mandatory Skills	Explain common file types.			
Computer Science	E.g. Video, animation, 3D Tecnology. Create with	Use conditional statements such as "If", "Then" & "When" to control devices / achieve specific outcomes. Use conditional statements such as "If", "Then" & "When" to control devices / achieve specific outcomes.		Design an algorithm to simulate a real-life situation Solve an open-ended problem by breaking it up into smaller parts. Design and write a program for a given purpose including specific programming features. Test existing programs to see how they could be improved.
Information Technology		Improve the quality and presentation of my work using editing and formatting techniques.		Use various video techniques to create a film. Create a short film by using a green screen.	Create a simple structure using a 3D app. Create a short film by using a green screen.

| | | | | | | Plan my film using a storyboard. | Create a short animation.

Improve the quality and presentation of my work using editing and formatting techniques. |
|---|---|---|---|---|---|---|---|
| Digital Literacy | Explain how my online identity can be different to the identity I present in real life.

Describe the right decisions about how I interact with others and how others perceive me.

Explain that others online can pretend to be me or other people, including my friends and suggest reasons | Evaluate information presented to me to make informed choices about what is Fake News.

Understand the need for copyright and the consequences of ignoring it.

Collaborate online to create digital content. | | Explain what fake news is and how social media can help to spread fake news.

Analyse data and make informed judgements about the validity of that data.

Use a search engine and I am aware that not everything I read online is correct. | | Collaborate online to create digital content. |

why they might do this. Describe how others can find out information by looking online. Explain ways that some of the information about me online could have been created, copied or shared by others. Describe strategies for safe and fun experiences in a range of online social environments. Give examples of how to be respectful to others online.			Identify Fake News Stories. Evaluate information presented to me to make informed choices about what is Fake News. Be critical in analysis of data.		

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). (DL) 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 fell about them (their reputation). can analyse information and differentiate between opinions, beliefs and facts. I understand what criteria have to be met before something is a fact. (DL) I can describe how I can search for information					

within a wide group of technologies (e.g. social media, image sites, video sites). (DL) 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. (DL) I can explain that some people I meet online (e.g. through social media) may be computer programmes pretending to be real people. (DL) I can explain why lots of people sharing the same opinions or beliefs does not make those opinions true. I can explain how using technology					

	can distract me from other things I might do or should be doing. (DL) I can identify times or situations when I might need to limit the amount of time I use technology. (DL) I can suggest strategies to help me limit this time. I can explain what a strong password is. (DL) I can describe strategies for keeping my personal information private, depending on context. (DL) I can explain that others online can pretend to be me or other people, including my friends. (DL) I can suggest reasons why they might do this. (DL) I can explain how				

	internet use can be monitored When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse.						
Vocabulary	Reputation Online Bullying Copyright Self Image Identity Trust Risks Profile Password Private	App Storyboard Application Scene Screencast Shot Screenshot Script Illustration Publish Audio Hashtag Filters	Website Conditional Run Program Loop Command Block Sequence Sprite	Fake News Reporting Sceptical Verify Media	Shots Storyboard Scene Landscape Green screen Sound Audio Edit Clips	App Video Game Application Scene Screencast PEGI Screenshot Hardware Illustration Publish Audio Tablet Console Griefing Cloud Software Input Output Bluetooth Sensors Files Folders Screen time Algorithm

					Flow Chart Coordinates Axis X & Y Sequence Program Variable Repetition Loop Selection Conditional Debugging Costume Animation Age-appropriate

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Online Life **(Digital Literacy)**	**Making AR Games** **(Information Technology)**	**Steam Challenges** **(Computer Science)**	**Web Designers** **Youtiber** **(Digital Literacy)**	**Binary Messages** **(Information echnology)**	**Web Designers** **(Computer Science)**
Big Question	What does your online life say about you?	What is AR and can you create your own AR game?	Can we use our knowledge of computing to compete?	What is it like to be a youtuber?		Is technology changing the world around us?

Mandatory Skills				Make a QR codes that links to a piece of my own work.	Make a QR codes that links to my own work.	Make a QR codes that links to a piece of my own work. Film and produce a short video. Film and produce a short video with elements such as text, images, narration and music.
Computer Science					Can translate binary numbers to decimal. Explore networks and internet traffic.	Explore networks and internet traffic.
Information Technology			Collaborate with others to develop and improve work. Use the skills I have already developed to create content using unfamiliar technology.	Improve the quality and presentation of my work using editing and formatting techniques. Create a very basic web page using HTML.	Record and produce a podcast / audio clips. Use unfamiliar technology to create content and share my ideas e.g. Augmented Reality, VR, 3D, digital music etc. Use a spreadsheet/database	Use unfamiliar technology to create content and share my ideas. E.g. Augmented Reality, VR, 3D, digital music etc.

				Use unfamiliar technology to create content and share my ideas. E.g. Augmented Reality, VR, 3D, digital music etc.	to collect and record data. Improve the quality and presentation of my work using editing and formatting techniques.	
Digital Literacy	Explain how identity online can be copied, modified or altered. Demonstrate responsible choices about my online identity, depending on context. Explain that there are some people I communicate with online who may want me to do me or my friends harm, I can			Explain what is meant by the term vlogger. Explain what online bullying is and discuss empathy and effects. Critically analyse the positives and negatives of being a vlogger.	Collaborate to develop & improve work. Create a subject specific vlog and understand the potential risks of sharing content online.	Access school email and can send emails to classmates and teacher. Collaborate with others to develop and improve work. Understand the need for copyright and the consequences of ignoring it.

recognise this is not my/ our fault. Make positive contributions and be part of online communities. Describe some of the communities in which I am involved and describe how I collaborate with others positively. Search for information about an individual online and create a summary report of the information I find. Describe ways that information about people online can be used by others to make			Identify the potential risks when putting content online. Create a subject specific vlog and edit it. Construct a persuasive argument for or against becoming a Vlogger.		Collaborate with others to develop and improve work. Use a search engine and I am aware that not everything I read online is correct. Create a subject specific vlog and understand the potential risks of sharing content online.

	judgements about an individual. Recognise when someone is upset, hurt or angry online. 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. Explain how to block abusive users. Explain how I would report online bullying on the apps and platforms that I use. Describe the helpline services who can support				

me and what I would say and do if I needed their help (e.g Childline). Use different search technologies. Evaluate digital content and explain how I make choices from search results. Explain key concepts including data, information, fact, opinion, belief, true, false, valid, reliable and evidence. Understand the difference between online mis-information and dis-information.					

	Explain what is meant by 'being sceptical' and 'hoax' and give examples.				
	Explain why I need to think carefully before I forward anything online.				
	Explain why some information I find online may not be honest, accurate or legal.				
	Explain why information that is on a large number of sites may still be inaccurate or untrue and can assess how this might happen.				
	Describe ways technology can affect sleep and				

can describe some of the issues and give strategies, tips or advice to promote healthy sleep with regards to technology. Create and use strong and secure passwords. Explain how free apps or services may read and share my information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Explain how 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. Assess and justify when it is acceptable to use the work of others and give examples of content that is permitted to be reused.					
Vocabulary	Reputation Online Bullying Copyright Self Image Identity Trust Risks Profile Password Private	YouTuber Bit & bytes Vlog Vlogger Edit Upload Record Download Podcast Score Upload Augmented Reality Multimedia Record Copyright Plagiarism	STEAM Bit & Bytes Cache Peripheral Pixel USB	Vlog YouTuber Product Placement Online Bullying Transitions Record Edit Content	Binary Bit & bytes IP address Spreadsheet TCP/IP Bandwidth ISP Services LAN HTML Upload Augmented Reality Formula Record Edit	Streaming Vlog Bit & bytes IP address YouTuber Pixel TCP/IP Bandwidth LAN ISP Services HTML Infringe copyright Plagiarism Record Edit Upload

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Online Life **(Digital Literacy)**	**VR Worlds** **(Information Technology)**	**Crossy Roads** **(Computer Science)**	**Online Safety Dilemmas** **(Digital Literacy)**	**Money** **(Information Technology)**	**Coding Playgrounds** **(Computer Science)**
Big Question	How does the internet and media shape our views?		How are games made using visual coding?	Why is it so important we understand how to communicate online?	Do you think the stock market is a good way to make money?	What it is critical children understand technology?
Mandatory Skills					Create a consistent design for my presentation, and present to others. Collaborate to create digital content.	Create a consistent design for my presentation, and present to others. Collaborate to create digital content.
Computer Science		Create a complex game using code and go beyond tutorials.	Can recognise when I need to use a variable to achieve a required output. Create a complex game using	Understand how computer networks work, including the internet. Write a program using a text based programming language.		

			Hopscotch and go beyond tutorials.	Use logical reasoning to detect and correct errors in algorithms and programs. Test, debug and modify a program to improve it. Design, plan & create a complex programs.		
Information Technology		Can confidently identify the potential of unfamiliar technology to increase my creativity. Can use the skills I have already developed to create content using unfamiliar online technology. I can save a document/file in various formats.		Confidently identify the potential of unfamiliar technology to increase my creativity. Can talk about audience, atmosphere and structure when planning a particular outcome.	Create and combine a range of media in order to produce digital content. Improve the quality and presentation of my work using editing and formatting techniques. Create and combine a range of media in order to produce digital content.	Confidently identify the potential of unfamiliar technology to increase my creativity. Create and combine a range of media in order to produce digital content. Create a well-designed eBook with recorded audio. Be digitally discerning when

				Use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions.	evaluating the effectiveness of my own work and the work of others. Improve the quality and presentation of my work using editing and formatting techniques.
Digital Literacy	Describe ways in which media can shape ideas about gender. Identify messages about gender roles and make judgements based on them. Challenge and explain why it is important to reject inappropriate messages about gender online.			Understand the impact technology can have on my health, wellbeing and lifestyle. Support my friends to protect themselves and make good choices online, including reporting concerns to an adult Explain the importance of communicating kindly and respectfully.	Explain how to protect my computer or device from harm on the Internet. Support my friends to protect themselves and make good choices online, including reporting concerns to an adult.	

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. Explain why I should keep asking until I get the help I need. Show I understand my responsibilities for the well-being of others in my online social group. Explain how impulsive and rash communications online may cause problems (e.g. flaming, content					

	produced in live streaming).				
	Demonstrate how I would support others (including those who are having difficulties) online.				
	Demonstrate ways of reporting problems online for both myself and my friends.				
	Explain how I am developing an online reputation which will allow other people to form an opinion of me.				
	Describe some simple ways that help build a positive online reputation.				

	Describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.				
	Identify a range of ways to report concerns both in school and at home about online bullying.				
	Use search technologies effectively. (DL) I can explain how search engines work and how results are selected and ranked.				
	Demonstrate the strategies I would apply to be discerning in				

evaluating digital content. Demonstrate how some online information can be opinion and can offer examples. Explain how and why some people may present 'opinions' as 'facts' Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and ad targeting). Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts'					

and I can explain why these strategies are important. Identify, flag and report inappropriate content. Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warning) and describe their performance. Assess and action different strategies to limit the impact of technology on my health (e.g. night shift mode, regular break, correct posture, sleep, diet and exercise).					

Explain the importance of self-regulating my use of technology: I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents) use different password for a range of online services. (DL) I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). Know what to do if my password is lost or stolen Explain what app permissions are and can give some					

examples from the technology or services I use. Describe simple ways to increase privacy on apps and services that provide privacy settings. 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). Demonstrate the use of search tools to find and access online content which can be reused for you.					

	Demonstrate how to make references to and acknowledge sources I have used from the internet					
Vocabulary	Reputation Online Bullying Copyright Self Image Identity Trust Risks Profile Password Private Empathy	VR Server Visual coding Z-Axis MP3 Cloud Password Virtual world Story Map	Code / Coding App Debugging Program Flow Diagram IF Then Broadcast Background Sprite Decomposition Bugs Conditional Repeat Sequencing Variable Conditional Statement Command Journal Screencasts Algorithm Save Visual coding Screenshot Input / Output	Communicate Phishing Exclusion Storyboard Shots	Digital Cash Filter Illustration Spreadsheet Stock Market Collaboration Mind Map Infographic Fabotage Catfishing Doxxing Contactless Payment Formula Trolling Phishing Scams Pop up blocker Trojan Adware Antivirus Screen time New Media In app purchasig	App Developers Visual coding Android Mobile Program Cloud Prototypes Logo Design Content Bugs Feedback Functions Commands For loop