



Anson Primary School
Computing Progression from EYFS to Year 6

Curriculum Intent at Anson

Anson Primary School is recognised nationally and internationally for the work we do with computing and technology. As a school with staff who are Apple Teachers, Apple Distinguished Educators, Google Certified Educators and Seesaw Ambassadors we have a range of skills that ensure our children can be e-safe, e-inspired and e-confident.

Our aim is to provide our children with a computing curriculum which ensures they are digitally literate, can become active creators in the digital world and are well-prepared for the challenges of the future workplace. As a school with creativity at the core of our offer, we encourage the skills of drawing, video, photography, coding and music using technology. At the core of the coding element of the curriculum is the Swift programming language, in which our pupils are taught the fundamentals of programming on Apple devices. We encourage our pupils to utilise this computational thinking and their own creativity in a range of computing contexts.

We aim to ensure that our children have a clear embedding of the computing knowledge required and opportunity to practise and develop key skills to nurture a real understanding of the subject. Fundamentally creative problem solving is at the heart of our work.

Our four main computing aims are:

- That all pupils can understand and apply the fundamental principles and concepts of computer science, including algorithms in the real world and online.
- All pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- All pupils can think creatively using our core Anson applications to solve problems, entertain and inform.
- All pupils are responsible, competent, confident and creative users of technology.

This document outlines the apps and programmes we use to embed technology across the curriculum. Examples of how we do this in each unit can be found in the Curriculum documentation on our school website.

Word Processing/Typing

Word processing is used at Anson across the curriculum. Much of our formal word processing occurs in Pages on iPad. However we also use Chromebooks to support touch typing programmes. These are particularly beneficial for some of our SEND children (especially those with dyslexia) to give them access to the curriculum.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can play on a touch screen game and use computers/keyboards/mouse in role play • I can type letters with increasing confidence using a keyboard and tablet. • I can dictate short, clear sentences into a digital device. 	Seesaw, Pages Google Docs
1	use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • I can confidently type words quickly and correctly on a digital device. • I can use the space bar to make space and delete to delete letters/words • I can make a new line using enter/return • I can dictate into a digital device more accurately and with punctuation. 	Seesaw, Pages Google Docs Book Creator
2		<ul style="list-style-type: none"> • I can use the space bar only once between words and use touch to navigate to words letter to edit • I can copy and paste images and text • Use caps locks for capital letters. • I can add images alongside text in a word processed document. • I can dictate longer passages into a digital device with accurate punctuation. 	
3	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	<ul style="list-style-type: none"> • I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l • I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows. • I can use cut, copy and paste to quickly duplicate and organise text. 	Seesaw, Pages Google Docs Book Creator Keynote

4	<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<ul style="list-style-type: none"> • I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. • Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text • Use font sizes appropriately for audience and purpose.\Use spell check and thesaurus including through Siri and other AI technology
5		<ul style="list-style-type: none"> • I can start to apply other useful effects to my documents such as hyperlinks. • I can import sounds to accompany and enhance the text in my document. • I can organise and reorganise text on screen to suit a purpose
6		<ul style="list-style-type: none"> • I can confidently choose the best application to demonstrate my learning. • I can format text to suit a purpose. • I can publish my documents online regularly and discuss the audience and purpose of my content.

Data Handling

Much of our data handling in the Early Years and Key Stage One can be done with physical resources and captured using Seesaw. However, as we progress through the school Numbers is used to create tables, graphs and infographics. Keynote is also used to collate and display this information. Apps such as Kahoot give us live examples of how data can change and is used as a method of retrieval across the curriculum. Artificial Intelligence is providing upper Key Stage Two with new ways to explore and collect data (such as dice rolling or the ten highest man-made structures). The Google ecosystem provides use with a chance to create Forms and use these to analyse data.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I can identify a chart. I can sort physical objects, take a picture and discuss what I have done. I can present simple data on a digital device. 	Seesaw
1	use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> I can sort images or text into two or more categories on a digital device. I can collect data on a topic. I can create a tally chart and pictogram. I can record myself explaining what I have done and what it shows me. 	Seesaw
2		<ul style="list-style-type: none"> I can sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software. I can orally record myself explaining what the data shows me. I can create a branching database using questions 	Seesaw, J2E Education Suite
3	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,	<ul style="list-style-type: none"> I can create my own sorting diagram and complete a data handling activity with it using images and text. I can start to input simple data into a spreadsheet. I can create a feelings chart exploring a story or character's feelings. 	Seesaw, Numbers, Kahoot
4		<ul style="list-style-type: none"> I can create my own online multiple choice questionnaire. I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. I understand how data is collected. 	Seesaw, Numbers, Kahoot

5	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can create and publish my own online questionnaire and analyse the results. • I can use simple formulae to solve calculations including =sum and other statistical functions • I can edit and format difference cells in a spreadsheet. 	Numbers, Kahoot, Google Forms, Chat GPT
6		<ul style="list-style-type: none"> • I can write spreadsheet formula to solve more challenging maths problems. • I can create and publish my own online quiz with a range of media (images and video) 	Numbers, Kahoot, Google Forms, Chat GPT

Presentations, web design and eBook Creation

Sharing our work with a wider audience is a critical skills at Anson. From an Early age we explore Keynote with our pupils to given them an opportunity to create images, text, photographs and video. It provides us with an opportunity across the whole curriculum to make relevant creations including web design, app design and publications such as books. We also use platforms such as Lulu to turn digital content into physical books. Google Sites gives the children a chance to create webpages which can be viewed publicly.

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EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can record my voice over a picture. • I can create a simple digital collage. • I can move and resize images with my fingers or mouse. 	Keynote, Seesaw
1	use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • I can add labels to an image • I can order images to create a simple storyboard. • I can create a simple spider diagram. • I can sequence a series of pictures to explain my understanding of a topic. 	Keynote, Seesaw
2		<ul style="list-style-type: none"> • I can add voice labels to an image. • I can add a voice recording to a storyboard. • I can add speech bubbles to an image to show what a character thinks. • I can import images to a project from the web and camera roll 	Keynote, Seesaw
3		<ul style="list-style-type: none"> • I can create an interactive comic with sounds, formatted text and video. • I can annotate an image with videos • I can create a simple web page. • I can create a simple digital timeline/mindmap 	Keynote, Seesaw, Book Creator

4	<p>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.</p>	<ul style="list-style-type: none"> • I can create an interactive quiz eBook introducing hyperlinks. • I can create an eBook with text, images and sound. • I can create a presentation demonstrating my understanding with a range of media. • I can create a digital timeline/mindmap and include different media - sound and video. 	<p>Keynote, Seesaw, Book Creator, Google Sites</p>
5		<ul style="list-style-type: none"> • I can collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 • I can create and export an interactive presentation including a variety of media, animations, transitions and other effects. • I can create an interactive guide to a image by embedding digital content and publishing it online. • I can create a webpage and embed video. 	<p>Keynote, Seesaw, Book Creator, Google Sites</p>
6		<ul style="list-style-type: none"> • I can create a web site which includes a variety of media. • I can design an app prototype that links multimedia pages together with hyperlinks. • I can choose applications to communicate to a specific audience. • I can evaluate my own content and consider ways to improvements. 	<p>Keynote, Seesaw, Book Creator, Google Sites</p>

Animation

We have a rich tradition of filmmaking at Anson and use film and filmmaking across the curriculum to give children a view of the world. Each of our topics from Year 1 to Year 6 has film opportunities and we use apps such as Puppetpals or Chatterbox to retell traditional stories and points in history. As children move through the school apps such as I can Animate and Keynote become tools to enhance animation. Skills in iMovie are developed to help children add sound and text.

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EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can animate a simple image to speak in role • I can create a simple animation to tell a story including more than one character. 	PuppetPals, Chatterpix
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • I can add filters and stickers to enhance an animation of a character. • I can create an animation to tell a story with more than one scene. • I can add my own pictures to my story animation. 	PuppetPals, Chatterpix
2		<ul style="list-style-type: none"> • I can create multiple animations of an image and edit these together. • I can create a simple stop motion animation. • I can explain how an animation/flip book works 	PuppetPals, Chatterpix
3		<ul style="list-style-type: none"> • I can create animations of faces to speak in role with more life-like realistic outcomes. • I can improve stop motion animation clips with techniques like onion skinning. • I can use animation tools in presenting software to create simple animations. 	PuppetPals, Chatterpix, I Can Animate

4	<p>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.</p>	<ul style="list-style-type: none"> • I can take multiple animations of a character I have created and edit them together for a longer video. • I can use software to create a 3D animated story. • I can use line draw tool to create animations. 	I Can Animate, Keynote
5		<ul style="list-style-type: none"> • I can record animations of different characters and edit them together to create an interview. • I can add green screen effects to a stop motion animation. • I can create flip book animation using digital drawings and export as a Gif or video 	I Can Animate, Keynote, iMovie
6		<ul style="list-style-type: none"> • I can mix animations and videos recordings of myself to create video interviews. • I can plan, script and create a 3D animation to explain a concept or tell a story. • I can choose and create different types of animations to best explain my learning. 	I Can Animate, Keynote, iMovie

Video Creation

We use film across the curriculum and video creation is a key component of our work. It is used to retell moments in history, create magical video content and our creativity comes through using green screen to transport children to different historical periods, celebrate reading or simply tell the news. We use Apple's Everyone Can Create to give us inspiration across the curriculum.

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EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I know the difference between a photography and video. • I can record a short film using the camera • I can record and play a film • I can watch films back 	Camera, Seesaw
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • I can record a film using the camera app. • I can select images and record a voiceover. • I can highlight and zoom into images as I record. 	Camera, Seesaw
2		<ul style="list-style-type: none"> • I can write and record a script using a teleprompter tool. • I can use tools to add effects to a video • I can begin to use green screen techniques with support 	Camera, Seesaw, Clips, Pages (Autocue)
3	Select, use and combine a variety of software (including internet services) on a range of digital devices to design	<ul style="list-style-type: none"> • I can sequence clips of mixed media in a timeline and record a voiceover • I can trim and cut film clips and add titles and transitions • I can independently create a green screen clip. • I can create my own movie trailer. 	Camera, Seesaw, Clips, Pages (Autocue), DoInk (greenscreen)
4		<ul style="list-style-type: none"> • I can add music and sound effects to my films • I can add animated titles and transitions • I can add simple subtitles to a video clip. • I can use confidently use green screen adding animated backgrounds. 	Camera, Seesaw, Clips, Pages (Autocue), DoInk (greenscreen), iMovie

5	and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can use cutaway and split screen tools in iMovie. • I can evaluate and improve the best video tools to best explain my understanding. • I can further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool. 	Camera, Seesaw, Clips, Pages (Autocue), DoInk (greenscreen), iMovie
6		<ul style="list-style-type: none"> • I can use the green screen masking tool with more than one character. • I can use picture in picture tools in iMovie. • I can add animated subtitles to my film to further enhance my creation. • I can create videos using a range of media - green screen, animations, film and image. 	Camera, Seesaw, Clips, Pages (Autocue), DoInk (greenscreen), iMovie

Photography and Digital Art

Using Apples' Everyone Can Create guides, photography is used in innovative ways. From, EYFS we encourage children to look around them and capture the world. This could be photographing shapes or colours but as the children progress photography can be gathering symmetry or acute angles. Using markup we take photographs in science and annotate points of explosion or impact. We also use removal tools and copy tools on the iPad to create collages of their work.

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EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can take a photograph • I can take a photograph and use it in an app • I can use a painting app and explore the paint and brush tools 	Camera, Photos, Sketches School
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • I can edit a photo with simple tools • I can use a paint/drawing app to create a digital image • I can begin to cut out an image to layer on another image. 	Camera, Photos, Sketches School, Seesaw
2		<ul style="list-style-type: none"> • I can edit a photo (crop, filters, mark up etc) • I can select and use tools to create digital imagery - controlling the pen and using the fill tool • I can cut images with accuracy to layer on other images. 	Camera, Photos, Sketches School, Seesaw, Keynote
3		<ul style="list-style-type: none"> • I can confidently take and manipulate photos • I can create a digital image using a range of tools, pens, brushes and effects • I can create transparent images with Instant Alpha 	Camera, Photos, Sketches School, Seesaw, Keynote

4	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,	<ul style="list-style-type: none"> • I can enhance digital images and photographs using crop, brightness, contrast & resize • I can manipulate shapes to create digital art. • I can draw a series of images and export as an animated GIF 	Camera, Photos, Sketches School, Seesaw, Keynote
5	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	<ul style="list-style-type: none"> • I can make a digital photo using camera settings • I can enhance digital photos and images using crop, brightness and resize tools • I can link and explain how to photoshop images and how this is used in the media 	Camera, Photos, Sketches School, Seesaw, Keynote
6		<ul style="list-style-type: none"> • I can edit a picture to remove items, add backgrounds, merge 2 photos • I can evaluate and discuss images explaining effects and filters that have been used to enhance the media. 	Camera, Photos, Sketches School, Seesaw, Keynote

Augmented Reality and Virtual Reality

Our use of Augmented reality has been recognised internationally. It gives the children a chance to not just explore the world around them but also to head back in time any creating ancient worlds. For our younger children we can create live nursery rhymes or retell stories. Virtual Reality gives a chance to create 360 degree content and immerse the children in their learning. Basic tools such as QR codes are used across the curriculum and with the wider community.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can scan a QR code. • I can explore a 360 image. • I can talk about AR objects in my class 	QRstuff, Sandbox AR, AR Makr
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> • I can explore an interactive 360 image. • I can scan a trigger image to begin a AR experience. • I can pretend to interact with AR objects. 	QRstuff, Sandbox AR, AR Makr
2		<ul style="list-style-type: none"> • I can draw my own 360 image and explore it in VR. • I can bring objects into my surroundings using Augmented Reality. • I can create my own QR code. 	QRstuff, Sandbox AR, AR Makr
3	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.	<ul style="list-style-type: none"> • I can create my own digital 360 image and explore it in VR • I can create my own images and bring it into my surroundings through AR. 	QRstuff, Sandbox AR, AR Makr, ThingLink
4		<ul style="list-style-type: none"> • I can create my own 360 video. • I can use the camera to create a 360 image. • I can add multiple objects into my surroundings through AR to explain a concept. 	QRstuff, Sandbox AR, AR Makr, ThingLink
5		<ul style="list-style-type: none"> • I can create an interactive VR experience. • I can create an animated object and bring it into my surroundings through AR • I can create an AR experience using objects I have created to explain a concept. 	QRstuff, Sandbox AR, AR Makr, ThingLink
6		<ul style="list-style-type: none"> • I can create and upload my own VR Google Expedition. • I can create an interactive poster using AR • I can explain how VR and AR works. 	QRstuff, Sandbox AR, AR Makr, ThingLink

Sound

Sound is an important part of our work at Anson. The radio station provides us with a way of celebrating children's work 24 hours a day, seven days a week. On top of this we use the Everyone Can Create Music programme to build skills in using iPad to make music and sounds. Podcasting is a growing strength of the school and our weekly podcasts such as Film Club Five and Dream School once again celebrate our work. Every child can use their voice and technology to make the most of the sounds around us and the sounds of our voice.

Year Group	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I can record sounds with different resources I can find ways to change your voice (tube, tin can, shouting to create an echo) I can record sounds/voices in storytelling and explanations 	Seesaw, Voice Memos,
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> I can create a sequence of sounds (instruments, apps/software) I can explore short and long sounds. I can record my voice and add different effects. 	Seesaw, Voice Memos,
2		<ul style="list-style-type: none"> Create a musical composition using software I can record my own sound effects. I can record my voice over a compositions to perform a song. 	Seesaw, Voice Memos, GarageBand, Anson Radio
3	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	<ul style="list-style-type: none"> I can create and edit purposeful compositions using music software to create mood or a certain style I can experiment with live loops to create a song. 	Seesaw, Voice Memos, GarageBand, Anson Radio, Pages
4		<ul style="list-style-type: none"> Edit sound effects for a purpose. Create a simple four chord song following the correct rhythm. I can record a radio broadcast or audiobook. 	Seesaw, Voice Memos, GarageBand, Anson Radio, Pages

5	presenting data and information.	<ul style="list-style-type: none"> • Add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. • Create a remix of a popular song. 	Seesaw, Voice Memos, GarageBand, Anson Radio, Pages, Spotify for Podcasters
6		<ul style="list-style-type: none"> • Add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) • Compose a soundtrack that can be added to a film project. 	Seesaw, Voice Memos, GarageBand, Anson Radio, Pages, Spotify for Podcasters

Computational Thinking

Coding is one element of the computing programme and we use Apple's Learn to Code programme to support the development of computational thinking. In the Early Years this is often unplugged activities which allow children to follow instructions. These are then supported by Apple tools and applications as children move through the school.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can follow simple oral algorithms • I can spot simple patterns • I can sequence simple familiar tasks 	BeeBot Apple Learn to Code
1	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> • I understand what algorithms are • I can write simple algorithms • I understand the sequence of algorithms is important • I can debug simple algorithms • I understand that algorithms are implemented as programs on digital devices 	BeeBot Apple Learn to Code
2	<ul style="list-style-type: none"> • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> • I can write algorithms for everyday tasks • I can use logical reasoning to predict the outcome of algorithms • I understand decomposition is breaking objects/processes down • I can implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino) • I can debug algorithms 	BeeBot, Daisy the Dinosaur. Apple Learn to Code
3	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing 	<ul style="list-style-type: none"> • I can create algorithms for use when programming • I can decompose tasks (such as animations) into separate steps to create an algorithm • I understand abstraction is focusing on important information • I can identify patterns in an algorithm I can use repetition in algorithms 	Apple Learn to Code

4	<p>them into smaller parts</p> <ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> • I can use abstraction to focus on what's important in my design • I can write increasingly more precise algorithms for use when programming. • I can use simple selection in algorithms • I can use logical reasoning to detect and correct errors in programs 	Apple Learn to Code
5	<ul style="list-style-type: none"> • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • I can solve problems by decomposing them into smaller parts • I can use selection in algorithms • I can recognise the need for conditions in repetition within algorithms • I can use logical reasoning to explain how a variety of algorithms work • I can use logical reasoning to detect and correct errors in algorithms • I can evaluate my work and identify errors 	Apple Learn to Code
6	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can recognise, and make use, of patterns across programming projects • I can write precise algorithms for use when programming • I can identify variables needed and their use in selection and repetition • I can decompose code into sections for effective debugging • I can critically evaluate my work and suggest improvements 	Apple Learn to Code

Coding and Programming

We use Apple's Learn to Code programme to support Coding and Programming. This is supplemented by the use of BBC Micro:bit and Sphero in Key Stage Two as well as Lego robotics. Coding is often linked to a topic focus but can also be part of discreet sessions in the classroom. We also use the LGfL to support Key Stage One coding.

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EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I can use a mouse, touch screen or appropriate access device to target and select options on screen I can input a simple sequence of commands to control a digital device with support (Bee Bot) 	Apple Learn to Code
1	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> I can create a simple program e.g. sequence of instructions for a Bee Bot I can use sequence in programs I can locate and fix bugs in my program 	Apple Learn to Code, J2Code
2	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> I understand programs execute by following precise and unambiguous instructions I can create programs on a variety of digital devices I can debug programs of increasing complexity I can use logical reasoning to predict the outcome of simple programs 	Apple Learn to Code J2Code
3	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> I can design and create programs I can write programs that accomplish specific goals I can use repetition in programs I can work with various forms of input 	Apple Learn to Code, Swift Playgrounds, BBC Micro:bit
4	<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work 	<ul style="list-style-type: none"> I can use simple selection in programs I can work with various forms of output I can use logical reasoning to systematically detect and correct errors in programs I can work with various forms of output 	Apple Learn to Code, Swift Playgrounds, BBC Micro:bit

5	<p>with variables and various forms of input and output</p> <ul style="list-style-type: none"> • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • I can create programs by decomposing them into smaller parts • I can use selection in programs • I can use conditions in repetition commands • I can work with variables • I can create programs that control or simulate physical systems • I can evaluate my work and identify errors 	<p>Apple Learn to Code, Swift Playgrounds, Sphero Education</p>
6	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can use a range of sequence, selection and repetition commands combined with variables as required to implement my design • I can create procedures to hide complexity in programs • I can identify and write generic code for use across multiple projects • I can critically evaluate my work and suggest improvements • I can identify and use basic HTML tags (See Computer Networks objectives) 	<p>Apple Learn to Code, Swift Playgrounds, Sphero Education</p>

Computer Networks (KS2 only)

This area of the curriculum is covered across our research and learning projects and is embedded in teaching and learning.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills/Knowledge</u>	<u>Apps and Links</u>
3	<ul style="list-style-type: none"> • 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 • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> • I understand that computers in a school are connected together in a network • I understand why computers are networked • I understand the difference between the Internet and the WorldWide Web (WWW) 	
4		<ul style="list-style-type: none"> • I understand that servers on the Internet are located across the planet • I understand how email is sent across the Internet • I understand how the Internet enables us to collaborate 	
5		<ul style="list-style-type: none"> • I understand how we view web pages on the Internet • I use search technologies effectively • I understand that web spiders index the web for search engines • I appreciate how pages are ranked in a search engine 	
6		<ul style="list-style-type: none"> • I understand what HTML is and recognize HTML tags • I know a range of HTML tags and can remix a web page • I can create a webpage using HTML 	

Digital Literacy/E Safety - Education For a Connected World Objectives EYFS and KS1

The school has a set of progression targets for online safety. The following aspects on Digital Literacy and Online safety help us to meet those targets with the children at Anson. We use the South West Grid for Learning resources to support online safety work at the school.

Year Group	NC Objectives	Self Image and Identity	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> 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. 	SWGfL Online Safety - Anson
1	<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. 	SWGfL Online Safety - Anson
2		<ul style="list-style-type: none"> 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 sad, worried, uncomfortable or frightened; I can give examples of how I might get help. 	SWGfL Online Safety - Anson
3	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	<ul style="list-style-type: none"> 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 online (e.g. gaming; using an avatar; social media). 	SWGfL Online Safety - Anson
4	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in	<ul style="list-style-type: none"> 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. 	SWGfL Online Safety - Anson

5	<p>and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context. 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p>
6		<ul style="list-style-type: none"> • 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 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. 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p>

Digital Literacy/E Safety - Education For a Connected World Objectives EYFS and KS1

The school has a set of progression targets for online safety. The following aspects on Digital Literacy and Online safety help us to meet those targets with the children at Anson. We use the South West Grid for Learning resources to support online safety work at the school.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Online Relationships</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. 	SWGfL Online Safety - Anson
1	<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> 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. 	SWGfL Online Safety - Anson
2		<ul style="list-style-type: none"> I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well. 	SWGfL Online Safety - Anson

Digital Literacy/E Safety - Education For a Connected World Objectives KS2

The school has a set of progression targets for online safety. The following aspects on Digital Literacy and Online safety help us to meet those targets with the children at Anson. We use the South West Grid for Learning resources to support online safety work at the school.

Year Group	NC Objectives	Online Relationships	Apps and Links
3	<p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> • 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 explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. 	<p>SWGfL</p> <p>Online Safety - Anson</p>
4	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • 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. 	<p>SWGfL</p> <p>Online Safety - Anson</p>
5	<p>understand computer networks including the internet; how they can provide multiple services, such as the world- wide web; and the opportunities they offer for</p>	<ul style="list-style-type: none"> • 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 collaborate with others positively. 	<p>SWGfL</p> <p>Online Safety - Anson</p>

6	communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating	<ul style="list-style-type: none">• 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 others (including those who are having difficulties) online.• I can demonstrate ways of reporting problems online for both myself and my friends.	SWGfL <u>Online Safety - Anson</u>
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Digital Literacy/E Safety - Education For a Connected World Objectives EYFS and KS1

The school has a set of progression targets for online safety. The following aspects on Digital Literacy and Online safety help us to meet those targets with the children at Anson. We use the South West Grid for Learning resources to support online safety work at the school.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Online Reputation</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I can identify ways that I can put information on the internet. 	SWGfL Online Safety - Anson
1	<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first 	SWGfL Online Safety - Anson
2		<ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. 	SWGfL Online Safety - Anson
3	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	<ul style="list-style-type: none"> 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. 	SWGfL Online Safety - Anson
4	use search technologies effectively,	<ul style="list-style-type: none"> 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. 	SWGfL Online Safety - Anson

5	<p>appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> • 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. 	<p>SWGfL <u>Online Safety - Anson</u></p>
6	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • 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 	<p>SWGfL <u>Online Safety - Anson</u></p>

Digital Literacy/E Safety - Education For a Connected World Objectives EYFS and KS1

The school has a set of progression targets for online safety. The following aspects on Digital Literacy and Online safety help us to meet those targets with the children at Anson. We use the South West Grid for Learning resources to support online safety work at the school.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Online Bullying</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> • I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel. 	SWGfL <u>Online Safety - Anson</u> Jigsaw (PSHE)
1	<ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. 	SWGfL <u>Online Safety - Anson</u> Jigsaw (PSHE)
2		<ul style="list-style-type: none"> • 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. 	SWGfL <u>Online Safety - Anson</u> Jigsaw (PSHE)
3		<ul style="list-style-type: none"> • 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. 	SWGfL <u>Online Safety - Anson</u> Jigsaw (PSHE)

4	<p>communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> • 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). 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p> <p>Jigsaw (PSHE)</p>
5	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • 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). 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p> <p>Jigsaw (PSHE)</p>
6		<ul style="list-style-type: none"> • I can describe how to capture bullying content as evidence (e.g screen-grab, 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. 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p> <p>Jigsaw (PSHE)</p>

Digital Literacy/E Safety - Education For a Connected World Objectives EYFS and KS1

This area of the curriculum is covered across our research and learning projects and is embedded in teaching and learning.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Managing Online Information</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools.They select and use technology for particular purposes.	<ul style="list-style-type: none"> • 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). 	
1	<ul style="list-style-type: none"> • recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> • 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. 	
2	<ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> • I can use 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. 	
3	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	<ul style="list-style-type: none"> • 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'. 	

4	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> • 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. • can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. 	
5 & 6	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • 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 mis-information (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 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). 	

Digital Literacy/E Safety - Education For a Connected World Objectives EYFS and KS1

The school has a set of progression targets for online safety. The following aspects on Digital Literacy and Online safety help us to meet those targets with the children at Anson. We use the South West Grid for Learning resources to support online safety work at the school.

<u>Year Group</u>	<u>NC Objectives</u>	<u>Privacy and Security</u>	<u>Apps and Links</u>
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them. 	SWGfL Online Safety - Anson Jigsaw (PSHE)
1	<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully; keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> 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. 	SWGfL Online Safety - Anson Jigsaw (PSHE)
2	<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully; keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people. 	SWGfL Online Safety - Anson Jigsaw (PSHE)

3	<p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> • 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. 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p> <p>Jigsaw (PSHE)</p>
4	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • 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. 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p> <p>Jigsaw (PSHE)</p>
5	<p>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</p>	<ul style="list-style-type: none"> • I can create and use strong and secure passwords. • 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 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. 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p> <p>Jigsaw (PSHE)</p>
6	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • 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) 	<p>SWGfL</p> <p><u>Online Safety - Anson</u></p> <p>Jigsaw (PSHE)</p>

Digital Literacy/E Safety - Education For a Connected World Objectives EYFS and KS1

The school has a set of progression targets for online safety. The following aspects on Digital Literacy and Online safety help us to meet those targets with the children at Anson. We use the South West Grid for Learning resources to support online safety work at the school.

Year Group	NC Objectives	Copyright and Ownership	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> I know that work I create belongs to me. I can name my work so that others know it belongs to me. 	SWGfL Online Safety - Anson
1	<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully; keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content). 	SWGfL Online Safety - Anson
2		<ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people. 	SWGfL Online Safety - Anson
3	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	<ul style="list-style-type: none"> 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. 	SWGfL Online Safety - Anson
4		<ul style="list-style-type: none"> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples. 	SWGfL Online Safety - Anson

5	use search technologies effectively; appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> • I can assess and justify when it is acceptable to use the work of others. • I can give examples of content that is permitted to be reused. 	SWGfL <u>Online Safety - Anson</u>
6	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> • 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 	SWGfL <u>Online Safety - Anson</u>