Willow Wood Community Nursery and Primary School

Computing Skills and Vocabulary Progression

Skills Progression

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Online Safety is taught progressively, via Purple Mash and additionally forms part of a responsive curriculum to keep children safe at Willow Wood. Safer Internet Day creates another opportunity to interact with online safety resources and age-appropriate texts.

Vocabulary Progression

The vocabulary which pupils are taught is repetitive and progressive, aligned with Purple Mash work units. Pupils will experience a computing vocabulary which is not only audible but also visual, as they use avatars to navigate tool bars and identify and name Purple Mash icons and logos. Mastery of computing requires exposure to a rich vocabulary, heard in many contexts, meaning teaching is not limited to the vocabulary listed here. As pupils leave Willow Wood, we aim for them to talk about working digital systems, to reflect their understanding of information technology as they create content and through experiences of programming, discuss computer science. Pupils should be digitally literate, understanding and expressing how to stay safe in the technological world.

Early Years

Early Learning Goals	Personal, Social and Emotional: Managing Self		
	Explain the reasons for rules, know right from wrong and try to behave accordingly		
	Communication and Language: Listening, attention and understanding		
	Make comments about what they have heard and ask questions to clarify their understanding.		
	Expressive Arts and Design: Creating with materials		
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
	Share their creations, explaining the process they have used.		
Early Years Foundation Stage	**Skills linked to Computer Science**	**Skills linked to Information Technology**	**Skills linked to Digital Literacy**
	Develop the fine-motor/hand-eye co-ordination to make on-screen selections.	Use tracker pad with increasing control to point, click and move.	Identify some simple examples of personal information (name, address, birthday and age for example.
	Name items we control in the everyday environment.	Use tracker pad to click, drag and drop.	With support, simplistically identify rules for safer technology use.
	Talk about everyday technology.	Use on screen simulations and compare with real life activities – e.g, to support online safety.	Describe ways that some people can be unkind online.
	Explore on screen activities.	Mark-make using touch e.g, interactive boards/ipads.	Have ideas of how they (might) use technology to communicate (including via role-play, discussion and tinker trays).
	Explore cause and effect by clicking.	Use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture.	
	Use robots to explore logical processing and predictions.	Save work in digital tray.	Name the parts of hardware with which they interact e.g, screen, keypad, tracker pad.
	Click and drag activities using finger.	Use simple tools in a painting package e.g. different sized brushes, colour-fill, and palette.	Talk about how we can use the internet to find things out.
		Find the letters in name on a computer keyboard to type name.	Talk about devices that access the internet.
Vocabulary	computer/laptop, screen, control, move, touch, keyboard, letters, click, tracker pad, point, cursor, drag, drop, internet, name, address, birthday, password, Purple Mash/Mini Mash.		

Safer Internet Day	
Early Years Foundation Stage 1	Early Years Foundation Stage 2
Smartie the Penguin story power point – Book A Upsetting content & personal information (age 3-5) Childnet https://www.childnet.com/resources/smartie-the-penguin/	Jessie and Friends - Watching Videos (age 4-5) CEOP https://youtu.be/YtOus2O3_Jk Smartie the Penguin story power point – Book B Adverts, searching online & bullying (age 3-5) Childnet https://www.childnet.com/resources/smartie-the-penguin/

Key stage 1

Computer Science

NC objective - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	
Year 1	Year 2
• Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. • They know that an algorithm written for a computer is called a program. Covered in: 1.2 Grouping and Sorting Mash (2DIY) 1.4 Lego Builders (2Quiz/2Go) 1.5 Maze Explorers (2Go) 1.7 Coding (2Code)	• Children can explain that an algorithm is a set of instructions to complete a task. • When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. Covered in: 2.1 Coding (2Code)
NC objective – Create and debug simple programs	
Year 1	Year 2
• Children know that an unexpected outcome is due to code they have created and can make logical attempts to fix the code. Covered in: 1.4 Lego Builders (2Quiz/2Go) 1.5 Maze Explorers (2Go) 1.7 Coding (2Code)	• Children can create a simple program that achieves a specific purpose. • They can also identify and correct some errors. • Children's program designs display a growing awareness of the need for logical, programmable steps. Covered in: 2.1 Coding (2Code)
NC objective – Use logical reasoning to predict the behaviour of simple programs	
Year 1	Year 2
• When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. • Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program. Covered in: 1.4 Lego Builders (2Quiz/2Go) 1.5 Maze Explorers (2Go) 1.7 Coding (2Code)	• Children can identify the parts of a program that responds to specific events and initiate specific actions. • For example, they can write a cause and effect sentence of what will happen in a program. Covered in: 2.1 Coding (2Code)
Computer Science Vocabulary	
1.2 sort, criteria, describe, more than, less than, equal, groups, algorithm 1.4 program, machine, computer, recipe, debugging, code, sequence. 1.5 direction, forwards, backwards, left, right, keys, challenge, undo, rewind, route, delete, command, unit, algorithm, debug. 1.7 instructions, algorithm, code, programmer, coding, software, code blocks, object, action, 2Do, command, design view, code view, debug\ debugging, run, scene, plan, properties, background.	2.1 instruction, algorithm, event, object, action, command, scene, background, properties, scale, click events, collision detection, predict, interaction, collision detection event, collision detection action, image, implement, timer, interval, sequence, output, properties, turtle object, when key event, when swiped event, when clicked event, button, object name, test, bug, debugging.

Information Technology

NC objective – Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
Year 1	Year 2
• Children are able to sort, collate, edit and store simple digital content. • For example, children can name, save and retrieve their work and follow simple instructions to access online resources. *Covered in:* 1.3 Pictograms (2count) 1.5 Maze Explorers (2Go) 1.6 Animated Storybooks (2create a story) 1.7 Coding (2Code) 1.8 Spreadsheets (2Calculate)	• Children can retrieve specific data for conducting simple searches. • Children are able to edit more complex digital data such as music compositions. • Children are confident when creating, naming, saving and retrieving content. • Children use a range of media in their digital content including photos, text and sound. *Covered in:* 2.3 Spreadsheets (2Calculate) 2.5 Effective Searching (Browser, 2Quiz, Writing Templates) 2.6 Creating Pictures (2Paint a picture/Writing Templates) 2.7 Making Music (2Sequence) 2.8 Presenting ideas (2Connect/2Quiz) *Coverage and Links to KCSIE's 4 C's:* **Conduct.** Managing information online
Information Technology Vocabulary	
1.3 program, machine, computer, recipe, debugging, code, sequence. 1.6 e-book, sound, eraser, undo, redo, paint tools, text, save, overwrite, animation, play mode, sound effect, voice recording, drop-down menu, category, background, clip art gallery, font, copy, paste, edit, features. 1.8 spreadsheet, data, row, column, cell, delete, calculations, button, clip-art, image, move cell, lock cell, select, count tool, speak tool, value.	2.3 <row, column, cell, toolbox, drag, image value>, count tool, speak tool, cut, copy, paste, total, price, coins, equals, addition, equals tool, data, table, block graph, .label 2.6 clip art, stamps, art, palette. Line, fill, style, rotated, diagonal, horizontal, vertical, parallel. 2.7 tune, compose, note, speed, beats, volume, tempo, sound effect, repeat, bars, soundtrack. 2.8 quiz, multiple choice, e-book, mind map, node, fiction, non-fiction, fact-file, presentation,

Digital Literacy

NC objective – Recognise common uses of information technology beyond school	
Year 1	Year 2
• Children understand what is meant by technology and can identify a variety of examples both in and out of school. • They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs a chair. *Covered in:* 1.9 Technology outside school (Writing templates/2Publish)	• Children can effectively retrieve relevant, purposeful digital content using a search engine. • They can apply their learning of effective searching beyond the classroom. • They can share this knowledge. • Children make links between technology they see around them coding and multimedia work they do in school. *Covered in:* 2.5 Effective Searching (Internet) *Coverage and Links to KCSIE's 4 C's:* **Conduct.** Managing online information

Year 1	Year 2
- Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. - Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash. Covered in: 1.1 Online Safety and Exploring Purple Mash (Avatar creator, 2Paint, 2publish, writing templates, 2Count, 2explore) *Coverage and Links to KCSIE's 4 C's:* **Content, contact, conduct.** Online Reputation Managing online information Privacy and security Copyright & ownership Self-image and identity	- Children know the implications of inappropriate online searches. - Children begin to understand how things are shared electronically. - They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult. Covered in: 2.2 Online Safety (Writing templates, display boards, 2Respond on 2Email) *Coverage and Links to KCSIE's 4 C's:* **Content, contact, conduct.** Self-image and identity Online relationships Online reputations Privacy and security
<center>Digital Literacy Vocabulary</center>	
1.1 login, password, private, home screen, work area, avatar, icon, typing, saving, log out, alert, notification, communication, device, search, filter, shared folders, filename, Topic Area, writing template, textbox, toolbar, menu, think about box, Purple Mash Tools, button.	2.2 search, filter, internet, sharing, display board, email, attachment, reply, personal information, private information, protection, identifying, secure. 2.5 internet, World Wide Web, network, device, web page, browser, website, domain, web address, URL, search engine, digital footprint.
<center>**Safer Internet Day**</center>	
Year 1	Year 2
Jessie and friends – Sharing Pictures (age 5-6) CEOP https://youtu.be/87eWLOWAnyw Jessie and friends – Playing Games (age 6-7) CEOP https://www.ceopeducation.co.uk/parents/jessie-and-friends-videos/	Block him right good! Film 1 (CEOP) https://www.ceopeducation.co.uk/8_10/watch/ Chicken Clicking – Internet Safety Story - By Jeanne Willis and Tony Ross https://youtu.be/FSasSWwi5Tk

Key Stage 2

Computer Science

NC objective – *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*			
Year 3	Year 4	Year 5	Year 6
• Children can turn a simple real life situation into an algorithm for a program by deconstructing it into manageable parts. • Their design shows that they are thinking of the desired task and how this translates into code. • ChildTren can identify an error within their program that prevents it following the desired algorithm and then fix it. Covered in: 3.1 Coding (2Code)	• When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. • Children make more intuitive attempts to debug their own programs. Covered in: 4.1 Coding (2Code) 4.5 Logo (2Logo)	• Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. • Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. Covered in: 5.1 Coding (2Code) 5.5 Game Creator (2DIY 3D, writing templates, 2Blog)	• Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. • Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. Covered in: 6.1 Coding (2Code
NC objective – *Use sequence, selection and repetition in programs; work with variable and various forms of input and output*			
Year 3	Year 4	Year 5	Year 6
• Children demonstrate the ability to design and code a program that follows a simple sequences. • They experiment with timers to achieve repetition effects in their programs. • Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. • Children understand how variables can be used to store information while a program is executing. Covered in: 3.1 Coding (2Code) 3.10 Physical Devices: Micro Bits (Free Code)	• Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. • They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. • As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. • Children can make use of user inputs and outputs. Covered in: 4.1 Coding (2Code) 4. 11 Physical Devices: Micro Bits (Free Code)	• Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. • They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design. Covered in: 5.1 Coding (2Code)	• Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. • Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. Covered in: 6.1 Coding (2Code 6.5 Text Adventures (2Publish template, 2Code, 2Chart, 2Blog)
NC objective – *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*			
Year 3	Year 4	Year 5	Year 6
• Children's designs for their programs show that they are	• Children's designs for their programs show that they are	• When children code, they are beginning to think about their code	• Children are able to interpret a program in parts and can make

thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. • They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. • In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. Covered in: 3.1 Coding (2Code) 3.10 Physical Devices: Micro Bits (Free Code)	thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. • They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. • In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. Covered in: 4.1 Coding (2Code) 4. 11 Physical Devices: Micro Bits (Free Code)	structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables. Covered in: 5.1 Coding (2Code)	logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. Covered in: 6.1 Coding (2Code) 6.5 Text Adventures (2Publish template, 2Code, 2Chart, 2Blog)

NC objective – 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

Year 3	Year 4	Year 5	Year 6
• Children can list a range of ways that the internet can be used to provide different methods of communication. • They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. • They can describe appropriate email conventions when communicating in this way. Covered in: 3.5 Email including email safety (2Email) – vocabulary in Digital Literacy .	• Children recognise the main component parts of hardware which allow computers to join and form a network. • Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving. Covered in: 4.2 Online Safety (2Connect for mind maps, 2Publish+, display boards) 4.7 Effective Searching (Browser, 2Quiz and 2Connect for mind maps) 4.8 Hardware investigators (2Quiz, 2Publish, 2Connect)	• Children understand the value of computer networks but are also aware of the main dangers. • They recognise what personal information is and can explain how this can be kept safe. • • Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards. Covered in: 5.2 Online Safety (2Publish+, 2Connect for mind maps)	• Children understand and can explain in some depth the difference between the internet and the World Wide Web. • Children know what a WAN and LAN are and can describe how they access the internet in school. Covered in: 6.2 Online Safety (2DIY 3D, 2Code and 2Blog) 6.4 Blogging (2Blog)

Computer Science Vocabulary

Year 3	Year 4	Year 5	Year 6

3.1 algorithm, background, object, predict, implement, run, flowchart, properties, when clicked, when key, timer, sequence, nested, repeat, input, command, button, right-angle, degrees, nesting, test, debug, actions, object type, alert. 3.10 hardware. LED, repeat, program, software, animation, image, infinite loop, output, sequence, data, input, selection, accelerometer, gestures, sound output, speaker.	4.1 background, button, object, properties, code block, predict, event, debugging, action, selection, if statement, decision, command, coordinate, flow chart, repeat until, if/else statement, inputs, execute, variable, number variable, alert, prompt. 4.8 hardware, software, components, peripherals, motherboard, CPU, RAM, hard drive, graphics card, network card, monitor, keyboard, input, output, mouse. 4.11accelerometer, data, sensor, variable, infinite loop, logic, light sensor, conditionals, gestures, selection, simulation.	5.1 event, key press, collision, object, action, variable, selection, if/else statements, coordinates, simplify, efficient, computer-generated variable, simulation, physical systems, algorithm, properties, string, values, tabs, text variable, collision, when key, random, output, concatenation, print to screen, tabs, if statement. 5.5 evaluation, themes, scenes, textures, images, screenshot, quest, instructions, feedback, promotion.	6.1 algorithm, action, output, selection, variables, repeat, timer, launch command, debug, alert, string, x and y properties, coordinates, decomposition, object, event, function, turtle object, text object, execute, function call, tabs, input, concatenation. 6.5 text adventure, sprite, link, functions, selection, variables, repeat, step through, flow control, QR code, debugging.

Information Technology

NC objective – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.			
Year 3	Year 4	Year 5	Year 6
• Children can carry out simple searches to retrieve digital content. • They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines. Covered in: 3.3 Spreadsheets (2Calculate) 3.5 Email including email safety (2Email) 3.6 Branching Databases (2Question)	• Children understand the function, features and layout of a search engine. • They can appraise selected webpages for credibility and information at a basic level. Covered in: 4.7 Effective Searching (Browser, 2Quiz and 2Connect for mind maps) *Coverage and Links to KCSIE's 4 C's:* **Conduct, content.**	• Children search with greater complexity for digital content when using a search engine. • They are able to explain in some detail how credible a webpage is and the information it contains. 5.5 Game Creator (2DIY 3D,2Publish, templates) 5.8 Word processing (MS Word)	• Children readily apply filters when searching for digital content. • They are able to explain in detail how credible a webpage is and the information it contains. • They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. • Children use critical thinking skills in everyday use of online communication. Covered in: 6.2 Online Safety (2DIY 3D, 2Code and 2Blog) 6.9 Spreadsheets (2calculate)
NC objective – 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			
Year 3	Year 4	Year 5	Year 6
• Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question). • Children can consider what software is most appropriate for a given task.	• Children are able to make improvements to digital solutions based on feedback. • Children make informed software choices when presenting information and data. • They create linked content using a range of software.	• Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. • They objectively review solutions from others.	• Children make clear connections to the audience when designing and creating digital content. • The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. • They are able to use criteria to evaluate the quality of digital

• They can create purposeful content to attach to emails, e.g. 2Respond. Covered in: 3.3 Spreadsheets (2Calculate) 3.5 Email including email safety (2Email/2Connect) 3.6 Branching Databases (2Question) 3.8 Graphing (2Graph, 2Survey, 2Publish)	• Children share digital content within their community, i.e. using Virtual Display Boards. Covered in: 4.1 Coding (2Code) 4.3 Spreadsheets (2Calculate) 4.6 Animation (2Animate)	• They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards, 2Email, Microsoft Word and PowerPoint. Covered in: 5.1 Coding (2Code) 5.3 Spreadsheets (2Calculate) 5.5 Game Creator (2DIY 3D,2Publish, templates) 5.6 3D Modelling (2Design/2Make) 5.8 Word processing (MS Word)	solutions and are able to identify improvements, making some refinements. Covered in: 6.1 Coding (2Code) 6.9 Spreadsheets (2calculate) 6.4 Blogging (2Blog) 6.5 Text Adventures (2Publish template, 2Code, 2Chart, 2Blog) 6.7 Quizzing (2Quiz, 2Blog, 2Investigate)

Information Technology Vocabulary			
Year 3	Year 4	Year 5	Year 6
3.3 pie chart, data, table, bar graph, spinner tool, more/less than/equal tool, advanced mode, cell address, quiz mode. 3.6 data, database, branching database, binary tree, debugging.	4.3formula wizard, percentages, decimal place, format cell, average, equal tool, random number tool, spinner tool, timer, line graph, data, chart, resize, budget, totals, calculations, place value, is equals to tool, set image. 4.6 animation, frame, fps (frames per second), pause, onion skinning, stop motion.	5.3 formula, formulae, conversion, advanced mode, copy paste, how many tool, variable, perimeter, area, modelling, text area, cell format, totalling tool, budget, profit. 5.6 net, template, 3D view, pattern tool, points, design brief, 3D printing. 5.8 word processing tool, document, front screen, zoom, selecting highlighting, font, formatting, page orientation, copy and paste, copyright, creative commons, attributing, image editing, image transparency, cropping, text wrapping, styles, bulleted list, numbered list, drop capital, caption, hyperlink, word art, merge cells, column, row, distributing columns, grammar check, spell check, template.	6.3 count tool, dice tool, chart, formula wizard, computational mode, percentage, format, move tool, advanced mode, budget, profit, expenses. 6.7 quiz, copy/paste, selfie, undo/redo, audio, clipart, image filter, preview, case-sensitive, cloze, database, record, field, statistics, data, survey, participants, data analysis.

Digital Literacy.

NC objective – Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact			
Year 3	Year 4	Year 5	Year 6
• Children demonstrate the importance of having a secure password and not sharing this with anyone else. • Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. • They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email.	• Children can explore key concepts relating to online safety using concept mapping such as 2Connect. • They can help others to understand the importance of online safety. • Children know a range of ways of reporting inappropriate content and contact. Covered in: 4.2 Online Safety (Internet, 2Publish, 2Quiz) *Coverage and Links to KCSIE's 4 C's:* **Content, content, conduct.** Self-image and identity	• Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. • Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others. Covered in: 5.2 Online Safety (Internet, 2Publish, 2Quiz) *Coverage and Links to KCSIE's 4 C's:* **Content, content, conduct.**	• Children demonstrate the safe and respectful use of a range of different technologies and online services. • They recognise the value in preserving their privacy when online for their own and other people's safety. Covered in: 6.2 Online Safety (2Investigate, 2Pubhlish, 2Template) 6.4 Blogging (2Blog) *Coverage and Links to KCSIE's 4 C's:* **Content, contact, conduct, commerce.**

• They know more than one way to report unacceptable content and contact. Covered in: 3.2 Online Safety 2Publish, 2Blog, 2Write) 3.5 Email including email safety (2Email, 2Connect) *Coverage and Links to KCSIE's 4 C's:* **Content, contact, conduct, commerce.** Online relationships Online reputation Managing online information Health, wellbeing and lifestyle Privacy and security	Online relationships Online reputations Online bullying Managing online information Copyright and ownership	Self-image and identity Online bullying Managing information online Privacy and security	Self-image and identity Online reputation Online relationships Health, wellbeing and lifestyle Privacy and security

NC objective – Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact

Year 3	Year 4	Year 5	Year 6
• Children demonstrate the importance of having a secure password and not sharing this with anyone else. • Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. • They understand the importance of staying safe and the importance of their conduct when using familiar communication tools in Purple Mash. • They know more than one way to report unacceptable content and contact. Covered in: 3.2 Online Safety (2Connect for mind maps, 2Blog, writing templates, display board) 3.5 Email including email safety (2Email) 3.9 Presenting (MS PowerPoint) *Coverage and Links to KCSIE's 4 C's:* **Content, contact, conduct, commerce.** Online relationships Online reputation Managing online information Health, wellbeing and lifestyle Privacy and security	• Children can explore key concepts relating to online safety. • They can help others to understand the importance of online safety. • Children know a range of ways of reporting inappropriate content and contact. Covered in: 4.2 Online Safety (Internet, 2Publish, 2Quiz) *Coverage and Links to KCSIE's 4 C's:* **Content, content, conduct.** Self-image and identity Online relationships Online reputations Online bullying Managing online information Copyright and ownership	• Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. • Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others. Covered in: 5.2 Online Safety (2Publish+, writing templates, 2Connect) *Coverage and Links to KCSIE's 4 C's:* **Content, content, conduct.** Self-image and identity Online bullying Managing information online Privacy and security	• Children demonstrate the safe and respectful use of a range of different technologies and online services. • They recognise the value in preserving their privacy when online for their own and other people's safety. Covered in: 6.2 Online Safety (2Investigate, 2Publish, 2Template) 6.4 Blogging (2Blog) *Coverage and Links to KCSIE's 4 C's:* **Content, contact, conduct, commerce.** Self-image and identity Online reputation Online relationships Health, wellbeing and lifestyle Privacy and security

Digital Literacy Vocabulary			
Year 3	Year 4	Year 5	Year 6

3.2 password, personal information, vlogs, permission, appropriate, internet, website, spoof, verify, reputable source, inappropriate. 3.5 communications, mind mapping, node, link, email, compose, address book, inbox, trusted contact, personal information, password, save to draft, attachment, CC-carbon copy, BCC-blind carbon copy.	4.2 report, SMART rules, spam, phishing, attachment, digital footprint, malware, software, virus, adfly, ransom ware, cookies, plagiarism, watermark, citation, copyright, collaboration, data analysis, collaborative database. 4.7 search engine, results page, internet, key words, reliability, easter eggs, balanced view.	5.2 string, variables, values, tabs, text variable, collision, when key, random, output, concatenation, print to screen, tabs, if statement, if/else statement, responsibility, SMART rules, encrypt, critical thinking, image manipulation, avatar, citation, validity, plagiarism, bibliography, copyright, creative commons licence, communication.	6.2 secure websites, location sharing, spoof websites, phishing, password, PEGI, digital footprint, inappropriate, print screen, screen time, data analysis. 6.4 blog, vlog, archive, blog post, collaborate, nodes, connections, commenting, approval.
	Safer Internet Day		
Year 3	Year 4	Year 5	Year 6
Who's Magnus? Film 2 (CEOP) https://www.ceopeducation.co.uk/8_10/watch/ Check your knowledge: Bandrunner https://www.ceopeducation.co.uk/8_10/ Goldilocks - A cautionary tale about social media (Jeanne Willis and Tony Ross) https://youtu.be/5twTivj7apI	They have fans, we have friends! Film 3 (CEOP) https://www.ceopeducation.co.uk/8_10/watch/ Check your knowledge: Bandrunner https://www.ceopeducation.co.uk/8_10/ Troll Stinks – Online Safety and Cyber Bullying by Jeanne Willis and Tony Ross https://youtu.be/3SBidapSdf0	Alright Charlie - Child Sexual Exploitation School Resource (DfE Funded) https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/ Check your knowledge/workbook: https://basisyorkshire.org.uk/wp-content/uploads/2018/11/Alright-Charlie-YP-Workbook-21Jan2016.pdf	Alright Charlie - Child Sexual Exploitation School Resource (DfE Funded) https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/ Check your knowledge/workbook: https://basisyorkshire.org.uk/wp-content/uploads/2018/11/Alright-Charlie-YP-Workbook-21Jan2016.pdf