



St Oswald's Catholic Primary School – Curriculum Overview 2023/2024

Computing and Online Safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Nursery	<p>DL Who can I trust? Using Technology Safely 6 Lessons</p> <p>Pupils learn to recognise who we can trust with information and how that links to the online world.</p>		<p>IT What are parts of a computer? Understanding the parts of a computer 6 Lessons</p> <p>Pupils learn to recognise the different parts of a computer. They can talk about different kinds of information such as pictures, videos, text and sound. They can use a mouse and touch screen to move objects on a screen and create shapes and text on a screen.</p>		<p>CS Can I make instructions? Using Programming Devices 6 Lessons</p> <p>Pupils use different types of devices & to give and follow instructions. Be able to give a floor robot instruction to make it move, use simple software and explain what you are doing and understand what happens when you click a button or touch an icon.</p>			
	<p>DL and IT Can I describe how to use a range of technology safely and who to turn to if something goes wrong? I am a super surfer 6 Lessons</p> <p>Pupils develop skills and understanding of how to use a range technologies both on and offline. This will also include the role of trusted adults to support internet based work.</p>		<p>IT Can I use a range of technologies to create multi-media? Look at what I can do 10 Lessons</p> <p>Pupils learn how a wide range of technologies can be used to capture and create multimedia. It is longer to accommodate the wider opportunities for cross curricular work.</p>		<p>CS Can I use basic programming to make a robot move? I am a computer scientist 6 Lessons</p> <p>An introduction to early programming through the use of Beebots and other floor turtles. Pupils will learn cause and effect in computing.</p>			
Reception	<p>SETTLE WEEK Self-image and Identity I can recognise, online or offline, that anyone can say 'no' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/self-image-and-identity/</p>	<p>AUTUMN 1 Online Relationships 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. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/online-relationships/</p>	<p>AUTUMN 2 Online Reputation I can identify ways that I can put information on the internet. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/online-reputation/</p>	<p>SAFER INTERNET DAY Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/online-bullying/</p>	<p>SPRING 1 Managing information online I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/managing-online-information/</p>	<p>SPRING 2 Health, Wellbeing and Lifestyle I can identify rules that help keep us safe and healthy in and beyond home when using technology. I can give some simple examples of these rules. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/health-well-being-and-lifestyle/</p>	<p>SUMMER 1 Privacy and Security I can identify some simple examples of my personal information. I can describe who would be trustworthy to share this information with; I can explain why they are trusted. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/privacy-and-security/</p>	<p>SUMMER 2 Copyright and Ownership I know that work I create belongs to me. I can name my work so that others know it belongs to me. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/copyright-and-ownership/</p>
	<p>Unit link: Staff Share > Computing > 23-24 > MGL SOL</p>							

Year 1	<p>IT Can I log on and off a computer? Basic Computing Skills 6 Lessons</p> <p>Pupils will learn how to log in and shut down a computer accurately and begin to understand the importance of a password. They will develop keyboard and mouse skills.</p>	<p>DL Can I add an image onto a document? Using text-based programs to process and format text and images 6 Lessons</p> <p>Pupils will learn how to use a word processing program to write and format text. They will add in digital images and consider the audience for their work.</p>	<p>CS Can I create basic algorithms? Unplugged Algorithms 6 Lessons</p> <p>Pupils learn what an unplugged algorithm is and create and apply them to an on-screen program.</p>	<p>CS Can I programme a robot to follow instructions? Programming, Coding and Robots 6 Lessons</p> <p>Pupils explore how to control both physical and virtual robots with a sequence of commands.</p>	<p>IT Can I create a pictogram? Data collection and representation using Pictograms 6 Lessons</p> <p>In the unit, pupils will explore how to transfer physical data from a tally chart into a digital pictogram. They will compare the difference with creating a physical pictogram.</p>	<p>IT Can I present information using different sources? Producing digital media 6 Lessons</p> <p>Pupils will produce a range of digital media including photographs, images, text and sound. Calculations can be made for different purposes.</p>		
	<p>SETTLE WEEK Self- and Identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad or uncomfortable I can give examples of when and how to speak to an adult I can trust and how they can help. https://projectevolve.co.uk/toolkit/resources/years/year-one/self-image-and-identity/</p>	<p>AUTUMN 1 Online Relationships I can give examples of when I should ask permission to do something online and explain why this is important. 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 and respect their choices. I can explain why things one person finds funny or sad online may not be seen in the same way by others. https://projectevolve.co.uk/toolkit/resources/years/year-one/online-relationships/</p>	<p>AUTUMN 2 Online Reputation 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. https://projectevolve.co.uk/toolkit/resources/years/year-one/online-reputation/</p>	<p>SAFER INTERNET DAY Online Bullying I can describe how to behave online in ways that do not upset others and can give examples. https://projectevolve.co.uk/toolkit/resources/years/year-one/online-bullying/</p>	<p>SPRING 1 Managing information online I can give simple examples of how to find information using digital technologies. I understand that we can encounter a range of things online including things we like and don't like as well as things that are make believe. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable or frightened. https://projectevolve.co.uk/toolkit/resources/years/year-one/managing-online-information/</p>	<p>SPRING 2 Health, Wellbeing and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home. https://projectevolve.co.uk/toolkit/resources/years/year-one/health-well-being-and-lifestyle/</p>	<p>SUMMER 1 Privacy and Security I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. https://projectevolve.co.uk/toolkit/resources/years/year-one/privacy-and-security/</p>	<p>SUMMER 2 Copyright and Ownership I can explain why work I create using technology belongs to me. I can say why it belongs to me. I can save my work under a suitable title or name so that others know it belongs to me. I understand work created by others does not belong to me even if I save a copy. https://projectevolve.co.uk/toolkit/resources/years/year-one/copyright-and-ownership/</p>
	<p>Unit Link: Staff Share > Computing > 23-24 > MGL SOL</p>							

Year 2	<p>IT</p> <p>Can I describe different types of computers and how we use them?</p> <p>What is a Computer?</p> <p>6 Lessons</p> <p>Pupils will learn how to identify a computer's different parts and talk about the role computers play in our society.</p>		<p>CS</p> <p>Can I explain what an algorithm is and how to find and fix a bug?</p> <p>Unplugged Algorithms</p> <p>6 Lessons</p> <p>Pupils build on their knowledge of what an algorithm is and how we can program computers to use algorithms.</p>		<p>CS</p> <p>Can I navigate around the Scratch Junior app to create block code?</p> <p>Programming using Scratch Jnr</p> <p>6 Lessons</p> <p>In this unit pupils will use the Scratch Jnr app to write their own block code in a number of different cross curricula projects.</p>		<p>DL</p> <p>Can I compare different methods of data storage and know about graphs and charts?</p> <p>Storing and Presenting Data</p> <p>6 Lessons</p> <p>Pupils to understand what data is, and how we store that data in different ways. Storing data on a computer allows us to quickly sort it and present it as information in graphs and charts.</p>		<p>IT</p> <p>Can I format text and practise my keyboard skills?</p> <p>Modifying Text and Images</p> <p>6 Lessons</p> <p>Pupils will look at software they can use to present their work. They will expand on previous skills such as using a keyboard, formatting text and how to use images in their work.</p>		<p>IT and DL</p> <p>Can I create a presentation using the Shadow Puppet app?</p> <p>Presenting Information to an audience</p> <p>6 Lessons</p> <p>Pupils will explore and learn how to present information to an audience using technology.</p> <p>(MGL BIS)</p>				
	<p>SETTLE WEEK</p> <p>Self- and Identity</p> <p>I can explain how other people may look and act differently online.</p> <p>I can give examples of issues online that make someone uncomfortable and how they might get help.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/self-image-and-identity/</p>		<p>AUTUMN 1</p> <p>Online Relationships</p> <p>I can give examples of how someone might use technology to communicate with people don't know and why this might be risky.</p> <p>I can explain who I should ask before sharing online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and explain I have a right to say no.</p> <p>I can identify who can help me if something happens online and how issues may make others feel.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/online-relationships/</p>		<p>AUTUMN 2</p> <p>Online Reputation</p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if its incorrect.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/online-reputation/</p>		<p>SAFER INTERNET DAY</p> <p>Online Bullying</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/online-bullying/</p>		<p>SPRING 1</p> <p>Managing information online</p> <p>I can use simple key words in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information.</p> <p>I can explain what voice activated searching is and how it might be used.</p> <p>I can explain the difference between things that are made up and things that are real.</p> <p>I can explain why some information I find online may not be real or true.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/managing-online-information/</p>		<p>Spring 2</p> <p>Privacy and Security</p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private'.</p> <p>I can describe and explain some rules for keeping personal information private.</p> <p>I can explain how some people may have devices in their homes connected to the internet.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/privacy-and-security/</p>		<p>Summer 1</p> <p>Health, Wellbeing and Lifestyle</p> <p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help anyone accessing online technologies.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/health-well-being-and-lifestyle/</p>		<p>SUMMER 2</p> <p>Copyright and Ownership</p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/copyright-and-ownership/</p>
<p>Unit Link: Staff Share > Computing > 23-24 > MGL SOL</p>															

<p style="text-align: center;">Year 3</p>	<p><u>IT</u> Can I use Microsoft Word to compose an email? Composing Emails 6 Lessons</p> <p>Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email.</p>	<p><u>CS</u> Can I use various digital commands to create a program? Introduction to Scratch 6 Lessons</p> <p>Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects.</p> <p>(MGL BIS)</p>	<p><u>CS</u> Can I use prediction skills to debug a program? Prediction and Debugging 6 Lessons</p> <p>Pupils will learn how to use prediction when coding to test and debug written programs.</p>	<p><u>IT</u> Can I understand how digital media can be altered and how I need to be critical of the media I consume? Altering Digital Media 6 Lessons</p> <p>Pupils will look at the skills behind taking a good photograph and how these can be edited in various ways.</p>	<p><u>CS</u> Can I identify the parts of a computer? Inside a computer 6 Lessons</p> <p>Pupils will identify the different parts of a computer and explore how computers have evolved over the last 100 years.</p>	<p><u>IT and DL</u> Can I promote my own content of graphic design? Publishing Online Content 6 Lessons</p> <p>Pupils will learn about graphic design, marketing and will develop their publishing skills.</p>
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<p>SETTLE WEEK</p> <p>Self- and Identity</p> <p>I can explain what is meant by the term 'identity'. I can explain how people can represent themselves 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).</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/self-image-andidentity/</p>	<p>AUTUMN 1</p> <p>Online Relationships</p> <p>I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/onlinereationships/</p>	<p>AUTUMN 2</p> <p>Online Reputation</p> <p>I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/onlinereputation/</p>	<p>SAFER INTERNET DAY</p> <p>Online Bullying</p> <p>I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/online-bullying/</p>	<p>SPRING 1</p> <p>Health, Wellbeing and Lifestyle</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/health-wellbeing-and-lifestyle/</p>	<p>SPRING 2</p> <p>Managing information online</p> <p>I can demonstrate how to use key phrases in search engines to gather accurate information online. 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. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/managingonline-information/</p>	<p>SUMMER 1</p> <p>Privacy and Security</p> <p>I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/privacy-andsecurity/</p>	<p>SUMMER 2</p> <p>Copyright and Ownership</p> <p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-three/copyright-andownership/</p>
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Year 4	<p>IT Can I explain the concept of branching databases and create my own? Branching Databases 6 Lessons</p> <p>Pupils learn about the concept of branching database and create their own using presentation software</p>		<p>CS Can I include repeated loops in my coding? Repetition and forever loops 6 Lessons</p> <p>Pupils learn to use repetition and loops when coding.</p>		<p>DL Can I use a search engine safely and efficiently? Smarter searching and Online Safety 6 Lessons</p> <p>Pupils to gain awareness of the best ways to use a search engine and to continue to develop awareness of online dangers.</p>		<p>CS Can I use my knowledge of Scratch to create a game? Designing a game 6 Lessons</p> <p>Pupils use their knowledge of Scratch to create a Formula One style game.</p> <p>(MGL BIS)</p>		<p>IT Can I create my own video including editing and special effects? Making a special effects movie 6 Lessons</p> <p>Pupils create their own videos and apply special effects to them.</p> <p>(MGL BIS)</p>		<p>IT Can I create art using a grid format? Pixel Art 6 Lessons</p> <p>Pupils create a piece of pixel artwork using a grid format.</p>					
	<p>SETTLE WEEK Self- and Identity</p> <p>I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. https://projectevolve.co.uk/toolkit/resources/years/4/self-image-and-identity/</p>		<p>AUTUMN 1 Online Relationships</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. https://projectevolve.co.uk/toolkit/resources/years/4/online-relationships/</p>		<p>AUTUMN 2 Online Reputation</p> <p>I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others. https://projectevolve.co.uk/toolkit/resources/years/4/online-reputation/</p>		<p>SAFER INTERNET DAY Online Bullying</p> <p>I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). https://projectevolve.co.uk/toolkit/resources/years/4/online-bullying/</p>		<p>SPRING 1 Privacy and Security</p> <p>I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent. https://projectevolve.co.uk/toolkit/resources/years/4/privacy-and-security/</p>		<p>SPRING 2 Health, Wellbeing and Lifestyle</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. https://projectevolve.co.uk/toolkit/resources/years/4/health-well-being-andlifestyle/</p>		<p>SUMMER 1 Managing information online</p> <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (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 why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. https://projectevolve.co.uk/toolkit/resources/years/4/managing-onlineinformation/</p>		<p>SUMMER 2 Copyright and Ownership</p> <p>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 of content which I must not use without permission from the owner, e.g. videos, music, images. https://projectevolve.co.uk/toolkit/resources/years/4/copyright-andownership/</p>	
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<p style="text-align: center;">Year 5</p>	<p><u>IT</u> Can I use excel to create and search a database? Create/Search Database 6 Lessons</p> <p>In this unit the children will use Excel to create and search a database.</p>	<p><u>CS</u> Can I explain how variables are used in computer programming? Using Variables 6 Lessons</p> <p>Pupils identify different types of variables, what conditionals are and understand how variables are used in computer programming.</p>	<p><u>CS</u> Can I program using Micro:Bits? Coding using Micro:Bits 6 Lessons</p> <p>Pupils to program Micro:Bit to make a variety of practical and usable devices.</p> <p>(MGL BIS)</p>	<p><u>IT</u> Can I use a storyboard creating my own stop frame animation? Stop Motion Animation 6 Lessons</p> <p>Pupils will learn about all aspects of stop frame animation. They will storyboard their own story before using a software package to create their own stop frame animation.</p>	<p><u>CS and DL</u> Can I describe the differences between the World Wide Web and the Internet? The internet and the World Wide Web 6 Lessons</p> <p>In this unit the children will learn the difference between the WWW and the internet. They will also understand what is meant by IP address.</p>	<p><u>IT</u> Can I use CAD to create a 3D model? 3D Modelling 6 Lessons</p> <p>Children will learn to design models using online CAD software.</p>
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	<p>SETTLE WEEK</p> <p>Self- and Identity</p> <p>I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. https://projectevolve.co.uk/toolkit/resources/years/5/self-image-and-identity/</p>	<p>AUTUMN 1</p> <p>Online Relationships</p> <p>I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). 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 describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. I can demonstrate how to support others (including those who are having difficulties) online. https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/</p>	<p>AUTUMN 2</p> <p>Online Reputation</p> <p>I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect https://projectevolve.co.uk/toolkit/resources/years/5/online-reputation/</p>	<p>SAFER INTERNET DAY</p> <p>Online Bullying</p> <p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). https://projectevolve.co.uk/toolkit/resources/years/5/online-bullying/</p>	<p>SPRING 1</p> <p>Health, Wellbeing and Lifestyle</p> <p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. https://projectevolve.co.uk/toolkit/resources/years/5/health-well-being-andlifestyle/</p>	<p>SPRING 2</p> <p>Managing information online</p> <p>I can explain the benefits and limitations of using different types of search technologies e.g. voice activation search engine. I can explain how some technology can limit the information I am presented with. 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 evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. I can describe how fake news may affect</p>	<p>SUMMER 1</p> <p>Privacy and Security</p> <p>I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples. https://projectevolve.co.uk/toolkit/resources/years/5/privacy-and-security/</p>	<p>SUMMER 2</p> <p>Copyright and Ownership</p> <p>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 and know how this content can be found online. https://projectevolve.co.uk/toolkit/resources/years/5/copyright-andownership/</p>
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						<p>someone's emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/managing-onlineinformation/</p>	
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Year 6	<p>CS</p> <p>Can I use Python to create text-based a text bade program?</p> <p>Edublocks- Introduction to Python</p> <p>6 Lessons</p> <p>Pupils will learn how block-based programming compares to written code. Pupils will be introduced to Python as a text-based method of programming.</p> <p>(MGL BIS)</p>	<p>IT</p> <p>Can I organise data and make calculations in Excel?</p> <p>Creating Formula in Excel</p> <p>6 Lessons</p> <p>Pupils will learn how to organise data and make calculations using the application Microsoft Excel.</p>	<p>CS</p> <p>Can I create an animation using Scratch?</p> <p>Programming a game</p> <p>6 Lessons</p> <p>Using the application Scratch, pupils will create an interactive, playable game using conditionals, variables, and operators.</p>	<p>IT</p> <p>Can I create a podcast?</p> <p>Creating a Podcast</p> <p>6 Lessons</p> <p>Pupils will produce a podcast based on a piece of writing from another curriculum area or aspect of school life.</p>	<p>IT</p> <p>How are websites coded?</p> <p>HTML</p> <p>6 Lessons</p> <p>Pupils will learn how to design a multi-page informational website, considering the layout, user experience and key features including home page, links and images.</p>	<p>IT and DL</p> <p>How can I stay safe online?</p> <p>Social Media and Being Safe Online</p> <p>6 Lessons</p> <p>Pupils will learn about the purpose of social media and different aspects of social media and how to use it safely.</p>	
	<p>SETTLE WEEK</p> <p>Self-image and Identity</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the</p>	<p>AUTUMN 1</p> <p>Online Relationships</p> <p>I can explain how sharing something online may have an impact either positively or negatively I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended</p>	<p>AUTUMN 2</p> <p>Online Reputation</p> <p>I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/6/online-reputation/</p>	<p>SAFER INTERNET DAY</p> <p>Online Bullying</p> <p>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 explain how someone would report online bullying in different contexts.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/6/online-bullying/</p>	<p>SPRING 1</p> <p>Copyright and Ownership</p> <p>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.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/6/copyright-andownership/</p>	<p>SPRING 2</p> <p>Health, Wellbeing and Lifestyle</p> <p>I can describe common systems that regulate age related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users</p>	<p>SUMMER 1</p> <p>Privacy and Security</p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. 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). I know that online services have terms and conditions that govern their use.</p> <p>https://projectevolve.co.u/toolkit/resources/years/6/privacy-and-security/</p>

<p>help needed. https://projectevolve.co.uk/toolkit/resources/years/6/self-image-and-identity/</p>	<p>consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. https://projectevolve.co.uk/toolkit/resources/years/6/online-relationships/</p>				<p>engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). https://projectevolve.co.uk/toolkit/resources/years/6/health-well-being-andlifestyle/</p>		<p>understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this . I can describe the difference between online misinformation and dis - information 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 or disinformation). I can identify, flag and report inappropriate content. https://projectevolve.co.uk/toolkit/resources/years/6/managing-online-information/</p>
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