

Reffley Computing Curriculum

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Overview

At Reffley Academy, children come with a wide range of prior computing experiences.

- Pupils bring varied levels of confidence and familiarity with digital tools.
- Some pupils are developing their foundational computer skills, such as using a mouse and keyboard.
- Many pupils have experience using gaming technology, including handheld and console devices.
- Pupils are typically confident with touch-screen technology and interactive devices.

Therefore, the Computing curriculum at Reffley Academy has been designed to ensure that:

- Skills and knowledge are developed progressively across all key computing strands.
- Unit plans provide full coverage of the national curriculum, ensuring a clear and coherent progression of learning throughout the school.
- Technical vocabulary is explicitly taught and modelled by teachers to support understanding and confidence.
- Knowledge organisers include dedicated vocabulary sections to support pupils in embedding key terminology.

Intent, Implementation and Impact

| Intent | Implementation | Impact |
|--|--|---|
| <p>The intention of the Computing curriculum is to ensure all children:</p> <ul style="list-style-type: none"> • Understand and can apply the fundamental principles and concepts of computer science, information technology and digital literacy. • Are able to analyse problems in computational terms and gain repeated practical experience of writing computer programs to solve such problems. • Can evaluate and apply information technology— including new or unfamiliar technologies— analytically to solve problems. • Become responsible, competent, confident and creative users of information and communication technology. • Are digitally literate and have developed transferable skills for the future. • Understand both natural and artificial systems. • Are aware of the potential dangers of the digital world and know how to protect themselves online. | <p>Implementation:</p> <ul style="list-style-type: none"> • Topic overviews and timings are planned using the Kapow Computing scheme, ensuring a broad and balanced curriculum that is taught across all areas of computing at an age-appropriate level. • Computing lessons follow the Kapow Computing structure and provide opportunities to focus on the five key strands of computing. • iPads, netbooks and Bee-Bots are available to support learning both within and beyond discrete computing lessons. • E-safety is taught as a dedicated unit. • Computing is taught in all year groups. • Assessment takes place at the end of each unit. • Knowledge organisers are sent home for each unit to support pupils' understanding and recall. • Evidence of computing learning is recorded in children's topic books. • | <p>Know More</p> <ul style="list-style-type: none"> • The Kapow Computing scheme ensures that all children are taught age-appropriate content that builds progressively on their previous learning. • Working walls display worked examples that children can refer to when completing independent tasks. • Vocabulary relevant to each area of study is explicitly taught, and children are encouraged to use this terminology during lessons, with teachers modelling correct usage. • End-of-unit assessments are completed to gain insight into what children have learned. • The Kapow Computing scheme covers all strands of the computing curriculum. • Children are exposed to a range of computing devices relevant to today's digital world. <p>Do More</p> <ul style="list-style-type: none"> • Lessons are planned to build on previously learned skills. • Children are given time to apply their skills in meaningful contexts. • Children use the skills they have learned independently. • Children make connections between concepts and skills to further their learning. <p>Remember More</p> <ul style="list-style-type: none"> • At the beginning of each unit, previous learning is revisited to help children make links and strengthen retrieval. • Children are exposed to a variety of technologies to reinforce understanding. • Children use subject-specific vocabulary to discuss their learning confidently. • Children can explain how to keep themselves safe online. |

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 Safer internet day |
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| EYFS | Computing systems and networks Using a computer | Programming All about instructions | Computing systems and networks Exploring hardware | Data Handling Introduction to data | N/A |
| Year 1 | Computing systems and networks Improving mouse skills | Programming 1 New Option 1 Commands unplugged | Creating media Digital imagery | Programming 2 New Option 1 Bee-bots | Online safety |
| Year 2 | Computing systems and networks What is a computer? | Programming 1 Algorithms and debugging | Data handling International space station | Programming 2 Option 2 Scratch Jr | Online safety |
| Year 3 | Computing systems and networks 1 Networks | Computing systems and networks 3 Journey inside a computer | Creating media Video trailers Option 2 using Ipads | Programming Scratch | Online Safety |
| Year 4 | Computing systems and networks Collaborative learning Option 2 Microsoft office | Programming 1 Further coding with scratch | Data handling Investigating weather | Programming 2 New Option 1 computational thinking | Online Safety |
| Year 5 | Computing systems and networks Search engines | Data handling Mars rover | Creating media Stop motion Studio | Programming New programming 1 music | Online Safety |
| Year 6 | Computing systems and networks Bletchley park | Data handling Big data 1 | Computing systems and networks New Exploring AI | Programming Intro to Python | Online Safety |

Progression of Skills

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|---|--------|---|--------|--------|--------|
| National Curriculum objectives | <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 Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content 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 content or contact on the internet or other online technologies. | | <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 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | |

| | EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
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| Hardware | Learning how to operate a camera to take photographs of meaningful creations or moments. Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking. | Learning how to operate a camera or tablet to take photos and videos. Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. | Understanding what a computer is and that it's made up of different components. Recognising that buttons cause effects and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Developing confidence with the keyboard and the basics of touch typing. | Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers. | Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather. | Learning that external devices can be programmed by a separate computer. | Learning about the history of computers and how they have evolved over time. Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Identify different types of AI and their applications in everyday life. |
| Networks and data representation | N/A | N/A | N/A | Understanding the role of the key components of a network. Identifying the key components within a network, including whether they are wired or wireless. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Recognising links between networks and the internet. Learning how data is transferred. | Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. | Learning the vocabulary associated with data: data and transmit. Recognising that computers transfer data in binary and understanding simple binary addition. Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. | N/A |
| Computational thinking | Using logical reasoning to understand simple instructions and predict the outcome | Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to | Articulating what decomposition is. Decomposing a game to predict the algorithms used to create it. Learning that there are | Explaining the purpose of an algorithm. Using logical thinking to explore more complex software; predicting, testing and explaining what it does. | Using logic, pattern recognition and decomposition to solve simple problems. Using decomposition to solve a problem by finding out | Decomposing animations into a series of images. Decomposing a program without support. Decomposing a story to be able to plan a program | Decomposing a program into an algorithm. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a |

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| | | <p>solve unplugged challenges. Using logical reasoning to predict the behaviour of simple programs. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm.</p> | <p>different levels of abstraction. Explaining what an algorithm is. Following an algorithm. Creating a clear and precise algorithm.</p> | <p>Working towards a given goal that a program needs to accomplish. Breaking down what they want to achieve into smaller, manageable parts.</p> | <p>what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities. Working towards a given goal that a program needs to accomplish. Breaking down what they want to achieve into smaller, manageable parts</p> | <p>to tell a story. Predicting how software will work based on previous experience. Writing more complex algorithms for a purpose.</p> | <p>purpose. Analysing the effectiveness of prompts and refine them for improved AI outputs.</p> |
| <p>Programming</p> | <p>Following instructions as part of practical activities and games. Learning to give simple instructions. Learning to debug instructions, with the help of an adult, when things go wrong.</p> | <p>Programming a Floor robot to follow a planned route. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. Recognising that robots are programmed by humans. Explaining what they are trying to achieve with their algorithms. Writing clear, sequenced algorithms for familiar tasks. Using terms like 'start,' 'end' and 'next' to describe the steps in algorithms. Changing their instructions or algorithms into code that the robot understands. Beginning to identify</p> | <p>Using logical thinking to explore software, predicting, testing and explaining what it does. Using an algorithm to write a basic computer program.</p> | <p>Tinkering with an existing text-based code to see how it affects a program. Remixing code to alter and add to an existing program. Recognising the relationship between what is happening in a program and the written (block) code. Working backwards, beginning to identify the code they think a program uses. Running small chunks of code at a time to find the error or bug.</p> | <p>Creating algorithms for a specific purpose. Coding a simple game. Using abstraction and pattern recognition to modify code. Incorporating variables to make code more efficient. Tinkering with an existing text-based code to see how it affects a program. Remixing code to alter and add to an existing program. Recognising repeating patterns in a program or code. Creating loops to make code more efficient in block-based programs. Beginning to use variables in block-based programming languages to make programs more interactive. Including a conditional statement in block-based programming languages. Recognising the</p> | <p>Programming an animation. Iterating and developing their programming as they work. Confidently using loops in their programming. Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Amending code within a live scenario. Decomposing a program independently when given a specific outcome or task to achieve. Altering existing code with a new, specific outcome in mind. Independently using loops to make code more efficient in text-based</p> | <p>Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Using and adapting nested loops. Programming using the language Python. Changing a program to personalise it. Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose. Applying coding skills like decomposition and pattern recognition to interact with AI applications.</p> |

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| | | errors in algorithms. Making suggestions for how to fix errors in algorithms. | | | relationship between what is happening in a program and the written (block) code. | programs. Using nested loops to make code more efficient. Using variables in block-based programming languages and understanding the impact of changing the variables in their code. Explaining what a program does and how it works, referring to the inputs and outputs. Becoming more efficient and effective at debugging their programs. Systematically identify mistakes, problems or 'bugs' in a program. | |
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| | EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
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| | Using a simple online paint tool to create digital art | Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different | Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Using software (and unplugged means) to create story | Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions. | Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. | Using logical thinking to explore software more independently, making predictions based on their previous experience. Using software programme Sonic Pi/Scratch to create music. Using the video editing software to | Using logical thinking to explore software independently, iterating ideas and testing continuously. Using search and word processing skills to create a presentation. Using text-based AI tools to generate content. |

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| Using Software | | effects. Developing understanding of different software tools. | animations. Creating and labelling images. | | | animate. Identify ways to improve and edit programs, videos, images etc. Independently learning how to use 3D design software package TinkerCAD. | |
| Using email and internet searches | N/A | Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet. | Searching for appropriate images to use in a document. | Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions. | Use online software for documents, presentations, forms and spreadsheets. Using software to work collaboratively with others. | Using logical thinking to explore software more independently, making predictions based on their previous experience. Using software programme Sonic Pi/Scratch to create music. Using the video editing software to animate. Identify ways to improve and edit programs, videos, images etc. Independently learning how to use 3D design software package TinkerCAD. | Using logical thinking to explore software independently, iterating ideas and testing continuously. Using search and word processing skills to create a presentation. Using text-based AI tools to generate content. |
| Using data | Representing data through sorting and categorising objects in unplugged scenarios. Exploring branch databases through physical games. | N/A | Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet. | N/A | Understanding that data is used to forecast weather. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by...' option. Designing a device which gathers and records sensor data. | Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location. | Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets. |
| Wider use of technology | N/A | Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet | Learning how computers are used in the wider world. | Recognising how social media platforms are used to interact | Understanding that software can be used collaboratively online to work as a team. | Learn about different forms of communication that have developed with the use of technology. | Learning how 'big data' can be used to solve a problem or improve efficiency. |

| | EYFS | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
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| Digital literacy | Recognising that a range of technology is used for different purposes. Learning to log in and log out. | Logging in and out and saving work on their own account. When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post. | Learning how to create a strong password. Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable Identifying whether information is safe or unsafe to be shared online. Learning to be respectful of others when sharing online and ask for their permission before sharing content. Learning strategies for checking if something they read online is true | Recognising that different information is shared online including facts, beliefs and opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact technology can have on mood. Learning about cyberbullying. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it. | Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time spent online. Identifying respectful and disrespectful online behaviour. | Identifying possible dangers online and learning how to stay safe. Evaluating the pros and cons of online communication. Recognising that information on the internet might not be true or correct and learning ways of checking validity. Learning what to do if they experience bullying online. Learning to use an online community safely | Learning about the positive and negative impacts of sharing online. Learning strategies to create a positive online reputation. Understanding the importance of secure passwords and how to create them. Learning strategies to capture evidence of online bullying in order to seek help. Using search engines safely and effectively. Recognising that updated software can help to prevent data corruption and hacking. Exploring ethical considerations around AI use and its impact on society. |

Progression of Knowledge

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Computing systems and networks | To be able to understand what a computer keyboard is and recognising some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings. To know that to use a | To know that "log in and log out" means to begin and end a connection with a computer. To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. To know that passwords are important for security. To know | To know the difference between a desktop and laptop computer. To know that people control technology. To know that buttons are a form of input that give a computer an instruction about what to do (output). To know that computers often work together. | To know what a tablet is and how it is different from a laptop/desktop computer. To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). To know that a server is central to a network and responds to requests made. To know that the internet connects all the networks around the world. To know what a packet is and why it is | To understand that software can be used collaboratively online to work as a team. To know that you can use images, text, transitions and animation in presentation slides. | To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To understand what copyright is. To know the difference between ROM and RAM. | To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To understand what techniques are required to create a presentation using appropriate software. To |

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| | computer you need to log in to it and then log out at the end of your session. To know that different types of technology can be found at home and in school. To know that you can take simple photographs with a camera or iPad. To know that you must hold the camera still and ensure the subject is in the shot to take a photo | that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software. | | important for website data transfer. To know the roles that inputs and outputs play on computers. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. | | | know that AI is artificial intelligence and is used in everyday life. To know that AI is trained on data to recognise patterns and generate outputs. To know that AI can be used to generate written content. To know that there are ethical issues surrounding AI, including data privacy, bias and responsible use |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Programming | To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone | To understand that an algorithm is when instructions are put in an exact order. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To know that we call errors in an algorithm 'bugs' and fixing these | To understand what machine learning is and how that enables computers to make predictions. To know that abstraction is the removing of unnecessary detail to help solve a problem. To know that coding is writing in a special language so that the computer understands what to do. To understand that the character in | To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code. | To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. To understand that variables can help you to create a quiz on Scratch. To know that combining computational thinking skills | To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. To know how to adapt their code while performing their music. To know that a Micro:bit is a programmable device. To know that Micro:bit uses a block coding language similar to Scratch. To understand and recognise coding structures including variables. To know what techniques to use to create a program for a specific | To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code |

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| | wrong. | <p>'debugging'. To understand the basic functions of a Bee-Bot. To know that you can use a camera/tablet to make simple videos. To know that algorithms move a bee-bot accurately to a chosen destination. To know humans need to give robots instructions to follow and that they will carry out these instructions exactly, even if they are wrong. To know humans need to give instructions in the correct language for the robot to understand. To know an algorithm is a set of instructions used to carry out a task. To know algorithms must give every step of a task. To know algorithms must give clear, sequenced instructions. To know there may be an error if a set of instructions (an algorithm) does not give the expected result. To know errors could result from sequencing issues, unclear instructions or missing steps.</p> | <p>ScratchJr is controlled by the programming blocks. To know that you can write a program to create a musical instrument or tell a joke. That programming a computer or device involves giving it instructions to perform specific tasks. That video games, phones, websites and apps are all created using programming. That different devices and programs use different programming languages or 'codes'. That an algorithm becomes a program when it is coded. That programs execute the exact instructions they are given, even if they are incorrect. That a program is a series of instructions (algorithms) that are written for a computer to follow. That a person can program a device by giving it an algorithm/algorithms to follow.</p> | | <p>(sequence, abstraction, decomposition etc) can help you to solve a problem. To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc. To know 'decomposition' is the process of breaking down a task or problem into smaller parts. To know breaking down a problem into smaller parts makes it easier to solve the problem. To know 'abstraction' is identifying the important detail and ignoring irrelevant information. To know It is important to identify where the mistake is in the programming as part of the debugging process. To know errors in a program could result from sequencing errors, coding errors or missing code</p> | <p>purpose (including decomposition). To know that Programmers often save time when creating code by taking code from one program and turning it into another. To know that nested loops are loops within loops. To know that running a program to identify errors should be done before checking the code. To know that errors in a program could be as a result of forgetting to 'end' a loop. To know that typing and spacing are very important in text-based languages and can cause errors in code if used incorrectly.</p> | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Creating Media | N/A | To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online | N/A | To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video. | N/A | To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion animation. | N/A |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Data Handling | To know that sorting objects into various categories can help you locate information. To know that using yes/no questions to find an answer is a branching database. | N/A | To understand that you can enter simple data into a spreadsheet. To understand what steps you need to take to create an algorithm. To know what data to use to answer certain questions. To know that computers can be used to monitor supplies. | N/A | To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films. | To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To know what simple operations can be used to calculate bit patterns | To know that data contained within barcodes and QR codes can be used by computers. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief. |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|------|--|---|---|--|---|---|
| Online safety | N/A | To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing | To understand the difference between online and offline. To understand what information I should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true. | To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc. To know what social media is and that age restrictions apply. | To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online. | To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. To know where I can go for support if I am being bullied online or feel that my health is being affected by time online | To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams. |

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