

THE KING's C OF E PRIMARY Computing - Progression and Skills Map



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
INFORMATION TECHNOLOGY Key Vocabulary program function software hardware operating system	Technology Around Us <ul style="list-style-type: none"> • Introduced to and interact with a range of devices • Learn how to turn some devices on an off 	Technology around us <ul style="list-style-type: none"> • Identify technology • Identify a computer and its main parts • Use a mouse in different ways • Use a keyboard to type on a computer • Use the keyboard to edit text • Create rules for using technology responsibly 	Information technology around us <ul style="list-style-type: none"> • Recognise the uses and features of information technology • Identify information technology in the home • Identify information technology beyond school • Explain how information technology benefits us • Show how to use information technology safely • Recognise that choices are made when using information technology 	Connecting Computers <ul style="list-style-type: none"> • Explain how digital devices function • Identify input and output devices • Recognise how digital devices can change the way we work • Explain how a computer network can be used share information • Explore how digital devices can be connected • Recognise the physical components of a network 	The Internet <ul style="list-style-type: none"> • Describe how networks physically connect other networks • Recognise how networked devices make up the internet • Outline how websites can be shared via the World Wide Web • Describe how content can be added and accessed on the World Wide Web • Recognise how the content of the WWW is created by people • Evaluate the consequences of unreliable content 	Systems and Searching <ul style="list-style-type: none"> • Explain that computers can be connected together form systems • Recognise the role of computer systems in our lives • Recognise how information is transferred over the internet • Explain how sharing information online lets people in different places work together • Contribute a shared project online • Evaluate different ways of working together online 	Communication and collaboration <ul style="list-style-type: none"> • Explain the importance of internet addresses • Explain how data is transferred across the internet • Explain how sharing information online can help people work together • Evaluate different ways of working together online • Recognise how we communicate using technology • Evaluate different methods of online communication
		Grouping Data <ul style="list-style-type: none"> • Label objects • Identify that objects can be counted • Describe objects in different ways • Count objects with the same properties • Compare groups of objects • Answer questions about groups of objects 	Pictograms <ul style="list-style-type: none"> • Recognise that we can count and compare objects using tally charts • Recognise that objects can be represented as pictures • Create a pictogram • Select objects by attribute and make comparisons • Recognise that people can be described by attributes 	Branching Databases <ul style="list-style-type: none"> • Create questions with yes/no answers • Create a branching database • Explain why it is helpful for a database be well structured • Identify objects using a branching database • Identify the object attributes needed collect relevant data • Compare the information shown in a pictogram with a branching database 	Data Logging <ul style="list-style-type: none"> • Explain that data gathered over time can be used to answer questions • Use a digital device collect data automatically • Explain that a data logger collects 'data points' from sensors over time • Use data collected over a long duration to find information 	Flat-file database <ul style="list-style-type: none"> • Use a form to record information • Compare paper and computer-based databases • Apply my knowledge of a database to ask and answer real-world questions • Explain that tools can be used select data answer questions • Apply my knowledge of a database ask and answer real-world questions 	Introduction to spreadsheets <ul style="list-style-type: none"> • Create a data set in a spreadsheet • Build a data set in a spreadsheet • Explain that formulae should be used produce calculated data • Apply formulae data • Create a spreadsheet plan an event • Choose suitable ways present data

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			<ul style="list-style-type: none"> Explain that we can present information using a computer 		<ul style="list-style-type: none"> Identify the data needed answer questions Use collected data answer questions 	<ul style="list-style-type: none"> Apply my knowledge of a database ask and answer real-world questions 	
COMPUTER SCIENCE Key Vocabulary algorithm program debugging sequence variable procedure programming language function computational logic software hardware operating system abstraction	Computational Language <ul style="list-style-type: none"> Activities which involve tinkering, making, collaboration, persevering, logic, pattern, abstraction, algorithms and decomposition Tinker with Beebots and direct collaboratively around a map 	Moving a Robot <ul style="list-style-type: none"> Explain what a given command will do Act out a given word Combine forwards and backwards commands to make a sequence Combine four direction commands make sequences Plan a simple program Find more than one solution to a problem 	Robot Algorithms <ul style="list-style-type: none"> Describe a series of instructions as a sequence Explain what happens when we change the order of instructions Use logical reasoning predict the outcome of a program (series of commands) Explain that programming projects can have code and artwork Design an algorithm Create and debug a program that I have written 	Sequencing Sounds <ul style="list-style-type: none"> Explore a new programming environment I can identify that each sprite is controlled by the commands i choose Explain that a program has a start Recognise that a sequence of commands can have an order Change the appearance of my project Create a project from a task description 	Repetition in Shapes <ul style="list-style-type: none"> Identify that accuracy in programming is important Create a program in a text-based language Explain what 'repeat' means Modify a count-controlled loop produce a given outcome Decompose a program in parts Create a program that uses count-controlled loops produce a given outcome 	Selection in physical computing <ul style="list-style-type: none"> Control a simple circuit connected a computer Write a program that includes count-controlled loops Explain that a loop can stop when a condition is met, e.g. Number of times Conclude that a loop can be used repeatedly check whether a condition has been met Design a physical project which includes selection 	Variables in games <ul style="list-style-type: none"> Define a 'variable' as something that is changeable Explain why a variable is used in a program Choose how improve a game by using variables Design a project that builds on a given example Use my design create a project Evaluate my project
		Programming animations <ul style="list-style-type: none"> Choose a command for a given purpose Show that a series of commands can be joined together Identify the effect of changing a value Explain that each sprite has its own instructions Design the parts of a project Use my algorithm create a program 	Programming Quizzes <ul style="list-style-type: none"> Explain that a sequence of commands has a start Explain that a sequence of commands has an outcome Create a program using a given design Change a given design Create a program using my own design Decide how my project can be improved 	Events and Actions in Programs <ul style="list-style-type: none"> Explain how a sprite moves in an existing project Create a program move a sprite in four directions Adapt a program a new context Develop my program by adding features Identify and fix bugs in a program 	Repetition in Games <ul style="list-style-type: none"> Develop the use of count-controlled loops in a different programming environment Explain that in programming there are infinite loops and count controlled loops Develop a design which includes two or more loops which run at the same time 	Selection in Quizzes <ul style="list-style-type: none"> Create a controllable system which includes selection Explain how selection is used in computer programs Relate that a conditional statement connects a condition an outcome Explain how selection directs the flow of a program Design a program which uses selection 	Sensing Movements <ul style="list-style-type: none"> Create a program run on a controllable device Explain that selection can control the flow of a program Update the variable with a user input Use a conditional statement compare a variable a value Design a project that uses inputs and outputs on a controllable device

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				<ul style="list-style-type: none"> Design and create a maze based (given) challenge 	<ul style="list-style-type: none"> Modify an infinite loop in a given program Design a project that includes repetition Create a project that includes repetition 	<ul style="list-style-type: none"> Create a program which uses selection Evaluate my program 	<ul style="list-style-type: none"> Develop a program use inputs and outputs on a controllable device
<p>DIGITAL LITERACY</p> <p>Key Vocabulary</p> <p>software hardware operating system</p>	<p>Interacting with a range of software</p> <ul style="list-style-type: none"> Playing Games Typing words into software Using paint apps 	<p>Digital Painting</p> <ul style="list-style-type: none"> Describe what different freehand tools do Use the shape tool and line tool Make careful choices when painting a digital picture Explain why I used the tools I did Use a computer on my own paint a picture 	<p>Digital Photography</p> <ul style="list-style-type: none"> Know what devices can be used take photographs Use a digital device take a photograph Describe what makes a good photograph Decide how photographs can be improved Use tools to change an image Recognise that images can be changed 	<p>Stop-frame animation</p> <ul style="list-style-type: none"> Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images Plan an animation Identify the need work consistently and carefully Review and improve an animation Evaluate the impact of adding other media an animation 	<p>Audio production</p> <ul style="list-style-type: none"> Identify that sound can be digitally recorded Use a digital device record sound Explain that a digital recording is shared as a file Explain that audio can be changed through editing Show that different types of audio can be combined and played together Evaluate editing choices made 	<p>Video Production</p> <ul style="list-style-type: none"> Recognise video as moving pictures, which can include audio Identify digital devices that can record video Capture video using a digital device Recognise the features of an effective video Identify that video can be improved through reshooting and editing Consider the impact of the choices made when making and sharing a video 	<p>Webpage Creation</p> <ul style="list-style-type: none"> Review an existing website and consider its structure Plan the features of a web page Consider the ownership and use of images (copyright) Recognise the need preview pages Outline the need for a navigation path Recognise the implications of linking content owned by other people
		<p>Digital Writing</p> <ul style="list-style-type: none"> Use a computer to write Add and remove text on a computer Identify that the look of text can be changed on a computer Make careful choices when changing text Explain why I used the tools that I chose 	<p>Digital Music</p> <ul style="list-style-type: none"> Say how music can make us feel (not a computing related progression step) Identify that there are patterns in music Describe how music can be used in different ways Show how music is made from a series of notes 	<p>Desktop Publishing</p> <ul style="list-style-type: none"> Recognise how text and images convey information Recognise that text and layout can be edited Choose appropriate page settings Add content a desktop publishing publication Consider how different layouts can 	<p>Photo Editing</p> <ul style="list-style-type: none"> Explain that digital images can be changed Change the composition of an image Describe how images can be changed for different uses Make good choices when selecting different tools 	<p>Introduction to Vector Graphics</p> <ul style="list-style-type: none"> Identify that drawing tools can be used produce different outcomes Create a vector drawing by combining shapes Use tools achieve a desired effect Recognise that vector drawings consist of layers 	<p>3D modelling</p> <ul style="list-style-type: none"> Recognise that you can work in 3D on a computer Identify that digital 3D objects can be modified Recognise that objects can be combined in a 3D model Create a 3D model for a given purpose

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		<ul style="list-style-type: none"> Compare writing on a computer with writing on paper 	<ul style="list-style-type: none"> Create music for a purpose Review and refine our computer work 	suit different purposes <ul style="list-style-type: none"> Consider the benefits of desktop publishing 	<ul style="list-style-type: none"> Recognise that not all images are real Evaluate how changes can improve an image 	<ul style="list-style-type: none"> Group objects make them easier work with Evaluate my vector drawing 	<ul style="list-style-type: none"> Plan my own 3D model
ONLINE SAFETY Education for a Connected World using Project Evolve Scheme	Self-Image and Identity I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	Self-Image and Identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. I can give examples of when and how to speak to an adult I can trust and how they can help.	Self-Image and Identity I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help	Self-Image and Identity 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 someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	Self-Image and Identity 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.	Self-Image and Identity 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.	Self-Image and Identity 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 help needed.
	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 with people I know.	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 (e.g.	Online Relationships I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	Online Relationships 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.	Online Relationships 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	Online Relationships 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	Online Relationships 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

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		<p>video call apps or services).</p> <p>I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>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.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>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>describe how to recognise healthy and unhealthy online behaviours.</p> <p>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.</p>	<p>do me or my friends harm. I can recognise that this is not my / our fault.</p> <p>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).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p>	<p>respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>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.</p>

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	<p>Online Reputation I can identify ways that I can put information on the internet.</p>	<p>Online Reputation I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>Online Reputation 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 it is incorrect.</p>	<p>Online Reputation I can explain how to search for information about others online.</p> <p>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.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p>	<p>Online Reputation I can describe how to find out information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>Online Reputation I can search for information about an individual online and summarise the information found.</p> <p>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.</p>	<p>Online Reputation I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>
	<p>Online Bullying I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>Online Bullying I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>Online Bullying 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>Online Bullying I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>Online Bullying I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>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).</p>	<p>Online Bullying I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p>	<p>Online Bullying I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>

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						<p>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.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	
	<p>Managing Online Information I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p>Managing Online Information I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>Managing Online Information I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and</p>	<p>Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>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.</p>	<p>Managing Online Information 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.</p> <p>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).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-</p>	<p>Managing Online Information 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.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p>	<p>Managing Online Information I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p>

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			<p>things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true</p>	<p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>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>ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>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.</p> <p>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.</p>	<p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>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).</p> <p>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.</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p>	<p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.</p> <p>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.</p> <p>I can describe the difference between online misinformation and dis-information.</p> <p>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</p>

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						I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	(e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content.
	<p>Health, Well-being and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules.</p>	<p>Health, Well-being and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Health, Well-being and Lifestyle I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>Health, Well-being and Lifestyle 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.</p> <p>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>Health, Well-being and Lifestyle 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.</p>	<p>Health, Well-being and Lifestyle I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>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.</p> <p>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.</p>	<p>Health, Well-being and Lifestyle I can describe common systems that regulate age-related content (e.g. parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>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).</p>

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	<p>Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>Privacy and Security I can explain how passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>Privacy and Security 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' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions)</p>	<p>Privacy and Security I can describe simple strategies for creating and keeping passwords private.</p> <p>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.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>Privacy and Security I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>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.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>Privacy and Security I can explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>Privacy and Security I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>
	<p>Copyright and Ownership I know that work I create belongs to me.</p>	<p>Copyright and Ownership I can explain why work I create using technology belongs to me.</p>	<p>Copyright and Ownership I can recognise that content on the internet</p>	<p>Copyright and Ownership I can explain why copying someone else's work from the internet</p>	<p>Copyright and Ownership When searching on the internet for content to use, I can explain why I</p>	<p>Copyright and Ownership I can assess and justify when it is acceptable to use the work of others.</p>	<p>Copyright and Ownership I can demonstrate the use of search tools to find and access online</p>

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>I can name my work so that others know it belongs to me.</p>	<p>I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p> <p>I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</p> <p>I understand that work created by others does not belong to me even if I save a copy.</p>	<p>may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>	<p>without permission isn't fair and can explain what problems this might cause.</p>	<p>need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>	<p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>