

Boringdon Primary Computing Curriculum

Progression of skills and knowledge

Computing systems and networks

Programming

Creating media

Data handling

Online safety

Computing Systems and networks

Foundation

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.

Digital literacy

- Recognising that a range of technology is used for different purposes.
- Learning to log in and log out.

Knowledge

- 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 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.

EYFS - Development matters

- **Literacy:** Spell words by identifying the sounds and then writing the sound with letter/s.
- **Mathematics:** Link the number symbol (numeral) with its cardinal number value.

Characteristics of Effective Learning

- Playing and exploring
- Active learning

Computing Systems and networks

Year 1

KS1

Skills		Knowledge	
Identifying and operating hardware		Identifying and operating hardware	
- Using a mouse, trackpad and/or touchscreen to interact with digital devices. - Using a keyboard to interact with a device. - Describe where technology is used at home (e.g., playing games, watching videos).		- To know the names of common digital devices (e.g., computer, tablet, camera). - To know the names of the parts of the device (e.g., screen, keyboard, mouse).	
Networks		Networks	
Browsing and interacting with pre-selected websites, software or videos.		- To know that online means to be connected to other devices or the internet. - To know that some digital devices are online.	
Data storage		Data storage	
- Create and name a file with guidance. - Save and retrieve their work with guidance.		- To know that computer files need a name so they can be found again. - To know that their work can be saved on a digital device.	
Digital security		Digital security	
- Using a password to login and logout of a common platform (this could be a visual password or with support). - Recognising a login screen.		- To know that people should have different passwords. - To know that passwords keep things safe.	

Computing Systems and networks

Year 2

KS1

Skills

Identifying and operating hardware

- Using a mouse, trackpad and/or touchscreen for a specific purpose.
- Using a keyboard for a specific purpose.
- Using inputs to create outputs.
- Recognising that different devices have different parts.
- Identifying common uses of IT in the wider world (e.g., shops, self-service screens, traffic lights).

Networks

- Following links on websites to get to other parts of a page.
- Beginning to recognise a search tool.

Data storage

- Naming and saving files so they can be found easily.
- Recognising simple icons associated with saving their work.

Digital security

- Describing why passwords are important.
- Beginning to use username and password independently to log in and out of a common platform.

Knowledge

Identifying and operating hardware

- To know that button presses and movements of the mouse, trackpad or on the touchscreen are inputs.
- To know that the screen or speaker produces an output.
- To know that IT is a part of our everyday life and the world we live in.

Networks

- To know that some parts of websites are linked together.
- To know that there are visual clues on websites to show the links.

Data storage

- To know that their work can be organised into folders so that they can find it easily.
- To know that icons are used across digital devices.

Digital security

- To know that strong passwords can't be easily guessed by others.
- To know that passwords mean that they can share devices in school.

National curriculum statements relating to Computing systems and networks - KS1

Computing systems and networks

- Recognise common uses of information technology beyond school.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Computing Systems and networks

Year 3/4

KS2

Skills

Identifying and operating hardware

- Selecting and using appropriate devices for a specific purpose.
- Recognising the shape and name of connectors and their ports.
- Connecting or pairing a wireless peripheral, like headphones or a micro:bit.

Networks

- Using search engines effectively to find information and and navigate links.
- Recognising that a network is two or more wireless or wired connected devices.
- Identifying examples of networks (e.g. school network, home Wi-Fi, internet) and their components (e.g. router, switch and server).
- Communicate digitally with others.

Data storage

- Saving and retrieving files from different places on a network.
- Create and name a folder, then save files into it.
- Using a cloud-based tool to save, retrieve and share a file (Google drive, OneDrive).

Digital security

- Creating strong passwords.
- Independently logging in and out.
- Describing how computer accounts are personalised to a user.
- Identifying places on the network that they can access.
- Recognising that having multiple logins and passwords adds more security.

Knowledge

Identifying and operating hardware

- To know that a peripheral is something that you can connect to a device.
- To know that ports are where peripherals can be attached.
- To know that a computer is made from different components that do different jobs.
- To know that some peripherals connect wirelessly.

Networks

- To know that a network is a group of two or more connected computers.
- To know that networks are made up of components such as servers, routers and switches.
- To know that networks allow devices to share information and resources (e.g. printers and files).
- To know that some networks are local and some are global.
- To know what happens when they access a website.
- To know that text, images and videos on the internet are all forms of data.
- To know the world wide web consists of web pages and websites.
- To know that the internet enables collaboration and communication.
- To know the history and evolution of the internet

Data storage

- To know that there are different places to save their work.
- To know the difference between local, network and cloud storage.
- To know that a server stores information and services.

Digital security

- To know that some areas on a network or device are restricted.
- To know that permission means they can access part of a network.
- To know that different logins have different purposes.
- To know that the school network is a private system that can only be accessed at school.

Computing Systems and networks

Year 5/6

KS2

Skills	Knowledge
Identifying and operating hardware - Using multiple devices or peripherals to achieve a goal (screen sharing, connecting to a printer). - Using logical steps to troubleshoot hardware by checking power, connections and settings.	Identifying and operating hardware To know that hardware problems can be solved by checking connections and settings.
Networks - Evaluating search results to determine how useful they are. - Explain how search engines work and how they present information. - Beginning to describe a file's journey through a network (e.g., from a computer to a server). - Describing how a website works (e.g., how a browser requests a web page from a server). - Explaining how data packets are broken down, sent and reassembled to form usable information.	Networks - To know that search engine results are ranked and influenced by factors like keywords, advertisements and popularity. - To know that packets of data travel across the internet using a system of IP addresses. - To know that each packet contains pieces of data and the instructions on how to assemble them in the right order. - To know that files or requests sent across a network pass through different devices. - To know that websites are hosted on servers. - To know the history and evolution of computer systems.
Data storage - Reducing file size for efficient storage. - Recognising how much data they are storing. - Describing the purpose of an storage device. - Choosing different file types to store information efficiently (jpeg, png have different file sizes).	Data storage - To know that downloading is copying data from one storage place to another, like from the cloud to a local device. - To know that using a cloud or a network to store data is more reliable than storing data locally.
Digital security - Recognising that you can add extra layers of security to your login. - Describing how devices connected to the internet are at risk to hackers.	Digital security - To know that networks need security to prevent cyber attacks. - To know that hackers gain access to networks or devices unlawfully.

National curriculum statements relating to Computing systems and networks - KS2

Computing systems and networks

- 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

Programming

Foundation

Computational thinking

- Using logical reasoning to understand simple instructions and predict the outcome.

Programming

- Following instructions as part of practical activities and games.
- Learning to give simple instructions.
- Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands.
- Learning to debug instructions, with the help of an adult, when things go wrong.

Knowledge

- 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 wrong.
- To know that you can program a Bee-Bot with some simple commands.
- To understand that debugging means how to fix some simple programming errors.
- To understand that an algorithm is a set of clear and precise instructions.

EYFS - Development matters

- **Literacy:** Spell words by identifying the sounds and then writing the sound with letter/s.
- **Mathematics:** Link the number symbol (numeral) with its cardinal number value.

Characteristics of Effective Learning

- Playing and exploring
- Active learning

Programming

Year 1

KS1

Skills		Knowledge	
Understanding programming		Understanding programming	
• Recognising that robots are programmed by humans.		• To know that humans need to give robots instructions to follow and that they will carry out these instructions exactly, even if they are wrong. • To know that humans need to give instructions in the correct language for the robot to understand.	
Plan		Plan	
• Explaining what they are trying to achieve with their instructions (algorithms). • Writing clear, sequenced instructions (algorithms) for familiar tasks. • Using terms like ‘start,’ ‘end’ and ‘next’ to describe the steps in instructions (algorithms).		• To know that instructions (algorithms) must give every step of a task. • To know that an algorithm must give clear, sequenced instructions.	
Create		Evaluate	
• Changing their instructions or algorithms into code that the robot understands.		• To know that there may be an error if a set of instructions (an algorithm) does not give the expected result. • To know that errors could result from sequencing, unclear instructions or missing steps.	
Evaluate			
• Beginning to identify errors in instructions (algorithms). • Making suggestions for how to fix errors in instructions (algorithms).			

Programming	Year 2
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KS1

Skills	Knowledge
Understanding programming • Recognising examples of computers being programmed by humans to perform simple tasks (computer games, animations, computer-generated music). Plan • Explaining what they are trying to achieve with their program. • Verbally planning what they aim to achieve with a program. Create • Using basic block code to implement an algorithm. • Looking at different forms of code (Bee-bot and Scratch) and predicting how a program will execute. • Tinkering with a basic existing visual code to see how it affects a program. Evaluate • Identifying errors in code within a simple program. • Correcting errors or bugs in simple programs they have created.	Understanding programming • To know that programming a computer or device involves giving it instructions to perform specific tasks • To know that video games, phones, websites and apps are all created using programming. • To know that different devices and programs use different programming languages or ‘codes’. Plan • To know that an algorithm is a set of instructions used to carry out a task. • To know that an algorithm becomes a program when it is coded. • To know that programs execute the exact instructions they are given, even if they are incorrect. • To know that a program is a series of instructions (algorithms) that are written for a computer to follow. • To know that a person can program a device by giving it an algorithm/algorithms to follow. Evaluate • To know that there must be an error if a program does not execute as expected. • To know that an error in a computer program is known as a ‘bug’ and fixing errors is known as ‘debugging’.

National curriculum statements relating to Programming - KS1
Programming • 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.

Programming

Year 3/4

KS2

Skills	Knowledge
Understanding programming • Recognising visual and text-based programming languages. • Recognising further examples of computers being programmed by humans to perform simple tasks. Plan • Working towards a given goal that a program needs to accomplish. • Breaking down what they want to achieve into smaller, manageable parts. • Using logic, pattern recognition and decomposition to solve simple problems. Create • Tinkering with an existing text-based code to see how it affects a program (website). • 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. Evaluate • 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.’	Understanding programming • To know that websites have all been programmed, often using HTML. • To know that programming languages can be visual (Scratch) or text-based (HTML). • To know that ‘coding’ is the process of turning an algorithm into a programming language. • To know that HTML tells a browser how to display text, images and multimedia on a webpage. Plan • To know that ‘decomposition’ is the process of breaking down a task or problem into smaller parts. • To know that breaking down a problem into smaller parts makes it easier to solve the problem. • To know that ‘abstraction’ is identifying the important detail and ignoring irrelevant information. Create • To know that loops are used to save time when writing code by reducing repetition. • To know that a variable is a container or holder for storing information that can change, e.g. numbers or text. • To know that conditional statements tell the computer what to do next based on a user’s input. Evaluate • To know that it is important to identify where the mistake is in the programming as part of the debugging process. • To know that errors in a program could result from sequencing errors, coding errors or missing code.

Programming

Year 5/6

KS2

Skills	Knowledge
Understanding programming • Recognising a wider range of text-based programming languages. • Making links between different programming interfaces they are faced with. • Recognising examples of programming elements in real-life applications (e.g. live loops in music, variables in pedometers). Plan • Looking at programming blocks and considering how they could be used in a program. • Planning a program to be downloaded to a physical system/device to solve a particular problem. • Decomposing a program independently when given a specific outcome or task to achieve. Create • Live coding (improvising with code). • Programming a physical system that has the capability for sensory input (e.g. a micro:bit). • Altering existing code with a new, specific outcome in mind. • Independently using loops to make code more efficient in text-based or block-based programs (e.g. Sonic Pi and Logo). • Using nested loops to make code more efficient. • Recognising real-life applications of conditional statements (e.g. when the temperature reaches 20 °C, turn the heating off). • Using variables in block-based programming languages and understanding the impact of changing the variables in their code. Evaluate • 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 identifying mistakes, problems or ‘bugs’ in a program.	Understanding programming • To know that code may sometimes need to be downloaded onto a physical system/device. • To know that devices with sensors (such as pedometers, security systems, thermostats and light sensors) are often programmed to perform specific tasks in reaction to the input from the sensors. Plan • To know that programmers often save time when creating code by taking code from one program and turning it into another. Create • To know that nested loops are loops within loops. • To know that it is important to follow the syntax rules in a programming language so the computer understands what we are trying to tell it but that we do not need to remember all these rules. • To know that computers use pixels to measure length in digital visuals. • To know that positions are often understood by a computer as x and y coordinates. • To know that turns or rotations are often described as degrees. • To know that many text-based coding languages use brackets or indentation to show which code belongs to a particular function or loop. Evaluate • 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.

National curriculum statements relating to Programming - KS2

Programming

- 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

Creating Media

Foundation

Using software

- Using a simple online paint tool to create digital art.

EYFS - Development matters

- **Literacy:** Spell words by identifying the sounds and then writing the sound with letter/s.
- **Mathematics:** Link the number symbol (numeral) with its cardinal number value.

Characteristics of Effective Learning

- Playing and exploring
- Active learning

Creating Media

Year 1

KS1

Skills Plan - Making decisions about the digital content they make. - Ordering ideas so that content makes sense. Create - Creating digital content - Using a basic drawing or writing tools to create a simple piece of digital content (e.g., drawing a picture, typing words). - Selecting and using simple editing tools (e.g., formatting, resizing). - Typing simple words and short phrases. Create - Design principles - Choosing and arranging simple elements (e.g., text, images, colours) to make digital content clear and appealing. - Using basic tools to change the appearance of digital content (e.g., selecting different brush styles, filling shapes with colour, formatting text). Evaluate - Explaining their decisions about the digital content they created and the tools they used to make it. - Making simple changes to improve their work (e.g., changing colours, deleting).	Knowledge Plan - To know that ordering ideas is important to make content clear. - To know that digital tools can be used to make content that is presented clearly. Create - Creating digital content - To know that programs and apps can be used to create simple content such as pictures and text. - To know that different tools in a program or app can change how digital content looks (e.g., colour, shape, formatting tools). - To know that a word processing program or app can be used to create text. (e.g. letter keys, spacebar, caps lock, enter) - To know that using digital tools to create content can make it easier to change. - To know that the cursor shows where content appears on a screen. Create - Design principles - To know that colours, shapes and space can be used to make content clearer and more interesting. Evaluate - To know that digital content can be changed and improved.
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Creating Media

Year 2

KS1

Skills	Knowledge
Plan - Identifying the audience and purpose of digital content. - Planning how to use the space on a digital page.	Plan To know that digital content should be organised to suit its purpose and audience.
Create - Creating digital content - Importing images onto a digital page. - Positioning images and text on a digital page.. - Typing familiar words and short sentences. - Cutting, copying and pasting.	Create - Creating digital content - To know that text and images can be combined to make digital content. - To know that cut and paste can be used to change the position of text or images.
Create - Design principles Arranging text and images to create an organised, clear layout.	Create - Design principles - To know that size, position and space can be used to organise digital content. - To know that different fonts and colours can make text easier to read. - To know that images and text work together to communicate.
Evaluate - Suggesting a change to their digital content or someone else’s to improve how clear it is. - Making small improvements based on feedback (e.g., reordering text, adjusting image placement).	Evaluate - To know that digital content should be organised, clear and easy to understand. - To know that checking digital content helps to find and fix mistakes.

National curriculum statements relating to Creating media - KS1

- Creating media:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Creating Media

Year 3/4

KS2

Skills	Knowledge
Plan - Explaining the audience and purpose for digital content. - Using a word processing program to plan digital content. Create - Creating digital content - Capturing digital images (e.g. photos and video). - Adding layers to create digital content both photos and videos. - Using the features of a word processor (e.g. tabs and hyperlinks) to structure digital content. - Editing and refining images (e.g., cropping, adjusting brightness/contrast). - Editing and refining video content (e.g., trimming, adjusting brightness/contrast). - Using content blocks to insert text and images into a webpage. Create - Design principles - Choosing colours and adjusting spacing and positioning to create a well-organised layout. - Adjusting the order of clips on a timeline in video content. Evaluate - Reviewing digital content made by others to check that it achieves a given goal. - Editing and refining digital content to improve clarity and effectiveness.	Plan - To know that websites are created using carefully selected and created media. - To know that digital images (e.g. photos and videos) and websites are created with different goals in mind.) Create - Creating digital content - To know that a wider range of digital content (e.g., text, images, audio, video) can be combined to communicate. - To know that web page building tools can be used to create a website. - To know that digital images can be edited and manipulated. - To know that AI can be used to enhance images and videos. - To know that templates within programs or apps help organise digital content. Create - Design principles - To know that a timeline with layers is a way of organising video content. Evaluate - To know that digital content should be suitable for the intended audience and purpose. - To know that editing and refining digital content is part of the process.

Creating Media

Year 5/6

KS2

Skills		Knowledge	
Plan • Selecting appropriate types of digital content (e.g., text, audio, image, video) to meet the goal of a multimedia project.) • Setting a goal for a multimedia project and identifying success criteria. • Using a spreadsheet to plan and organise digital content. • Plan a sequence of images to create the effect of movement.		Plan • To know that digital content should achieve a given goal. • To know that recording a project plan in an efficient way helps with organisation.	
Create - Creating digital content • Combining and manipulating different types of digital content to create a multimedia project. • Choosing and combining sound or music with other digital content. • Making edits or changes to improve the quality of an audio recording.		Create - Creating digital content • To know that audio clips can be cut into smaller parts. • To know that combining many still images can create the effect of movement. • To know that AI tools can generate and edit digital content, such as text, images, or audio, and that AI-generated content requires human refinement.	
Create - Design principles • Creating simple and focused digital content. • Use templates to ensure content is consistent. • Selecting music to match the mood of digital content. • Adjusting the timing and speed of clips on a timeline.		Create - Design principles • To know that keeping digital content simple and consistent makes it easier for people to use and understand. • To know that different audiences may require different design choices (e.g., using high contrast for readability).	
Evaluate • Evaluating a digital project against specific criteria. • Applying feedback from a reviewer to improve a multimedia project so that it meets the goal.		Evaluate • To know that having specific criteria helps to evaluate and improve digital content.	

National curriculum statements relating to Creating media - KS2

- **Creating media:** 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.

Data Handling

Foundation

Using data

- Representing data through sorting and categorising objects in unplugged scenarios.
- Representing data through physical pictograms.
- Exploring branch databases through physical games.

Knowledge

- 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.
- To know that a pictogram is a way of showing information.

EYFS - Development matters

- **Literacy:** Spell words by identifying the sounds and then writing the sound with letter/s.
- **Mathematics:** Link the number symbol (numeral) with its cardinal number value.

Characteristics of Effective Learning

- Playing and exploring
- Active learning

Data Handling

Year 1/2

KS1

Skills	Knowledge
Understanding data - Recognising some ways that data is presented (pictograms, tally charts, block diagrams and simple tables). Plan - Creating a simple survey. - Asking simple questions to gather data. - Sorting objects or pictures into simple categories (e.g., grouping animals by type). Create - Creating a simple pictogram or tally chart with support. - Organising simple data into a table or pictogram. - Creating labels to sort data in a pictogram. Evaluate - Using a pictogram or chart to answer basic questions (e.g., “Which is the most popular fruit?”)	Understanding data - To know that there are many reasons to gather data. - To know that data can be grouped and organised in different ways. - To know that information can be shown as pictures or symbols. Plan - To know that data can come from asking people questions, - To know that sorting and grouping things can help us spot patterns. - To know that objects can be sorted based on their characteristics (e.g., colour, size, shape). Create - To know that a tally chart is way to record and count data. - To know that a pictogram is a way to record data as pictures. Evaluate - To know that data can be counted and compared to find answers.

National curriculum statements relating to Data handling - KS1

- Data handling:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Data Handling

Year 3/4

KS2

Skills		Knowledge	
Understanding data • Exploring data in existing spreadsheets. • Ask and answer questions about existing data.		Understanding data • To know that a spreadsheet is a digital tool to organise store and display data. • To know that a spreadsheet is made up of cells, rows and columns. • To know that each cell in a spreadsheet can be hold text or numbers.	
Plan • Gathering real-world data for a purpose. • Identifying relevant data to gather. • Collecting accurate and relevant data.		Plan • To know that data can come from various sources. • To know that data is recorded in text or numbers.	
Create • Entering and organising data in a simple spreadsheet (e.g., weather data). • Adjusting column width to fit text. • Formatting data to improve presentation (e.g. bold, italics, cell or text colour, alignment). • Using basic spreadsheet functions (e.g., sorting data, creating bar charts).		Create • To know that data can be recorded and organised in spreadsheets. • To know that digital tools can help to sort, filter and present data in different ways.	
Evaluate • Comparing digital data (sum, comparison and difference). • Identifying and describing patterns in data using the sort function. • Identifying data that does not fit a pattern. • Suggesting improvements to a spreadsheet.		Evaluate • To know that data can be used to understand and explain information. • To know that not all data shows a clear pattern.	

Data Handling

Year 5/6

KS2

Skills	Knowledge
Understanding data - Analysing data in existing spreadsheets. - Identifying patterns in existing data. - Identifying what more complex data can tell us. Plan - Gathering more complex real-world data for a purpose. - Identifying a relevant data set to gather to answer a question. - Collecting a larger set of data accurately. Create - Using formulas to calculate totals. - Creating different types of charts (e.g., line graphs, pie charts) to present findings. Evaluate - Using filters to exclude irrelevant data. - Analysing a refined data set. - Comparing refined sets of data. - Identifying patterns in refined data. - Making improvements to a spreadsheets to make it more effective.	Understanding data - To know that a spreadsheet is a digital tool to organise, analyse, store and display data. - To know that a spreadsheet can hold more complex information. - To know that each cell in a spreadsheet can be hold simple formulas. Plan - To know that data must be accurate to be reliable. - To know that a larger data set gives a more complete picture. Create - To know that SUM formulas create a total. - To know that formulas and functions can be used to manipulate data automatically. Evaluate - To know that refining a data set can make the information clearer. - To know that filters can be used to narrow a dataset to the most relevant information.

National curriculum statements relating to Data handling - KS2

- Data handling:** 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.

Online Safety	Year 1/2
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Foundation and KS1

Skills	Knowledge
Being online • Recognising when they are online. • Identifying programs (e.g. apps and websites) they use online. • Recognising indicators of being logged into an account (e.g. avatar, username, initials). Online relationships • Recognising that being kind, polite and safe is just as important online as in-person. Risks and harms • Describing how someone might change their account if they have their password. Responsible and safe use • Checking with an adult before they use new apps or websites. • Beginning to remember their username and password for an online account. • Treating devices carefully. Reporting online • Recognising when something online scares or worries them. • Describing how to respond safely to an online message.	Being online • *To know that ‘online’ means being connected to other devices or the internet. (*Statement also found in Computing systems.) • To know that an ‘account’ is a personal space within an online program. Online relationships • To know they should not speak to or message unfamiliar people online. • To know that they can still hurt someone’s feelings online. Risks and harms • To know that passwords help keep online accounts and programs safe. • To know that passwords help keep online accounts and programs safe. To know that logging in to their account helps keeps them safe online. Responsible and safe use • To know that using someone else’s login is not safe or respectful. Reporting online • To know who to report concerns to about online content or if they receive messages from someone they don't know. • To know they should tell an adult if something in their account has changed.

National curriculum statements relating to Online safety - KS1 • Online safety: 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.

Online Safety	Year 3/4
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KS2

Skills	Knowledge
Being online Identifying what the internet can be used for.	Being online To know that online games allow players to interact with each other in various ways.
Online relationships - Identifying how people connect online. - Recognising the difference between acceptable and unacceptable behaviour.	Online relationships - To know that connecting online can involve actions such as liking, commenting, emoting and chatting. - To know that if behaviour is unacceptable in-person, it is unacceptable online.
Risks and harms - Identifying when online contact from other players is unwanted or inappropriate. - Recognising signs of online bullying (e.g. repeated unkind comments or being excluded).	Risks and harms - To know that usernames should not contain personal information. - To know that not everyone online is who they claim to be. - To know that online bullying is repeated unkind behaviour.
Responsible and safe use Describing appropriate and safe responses to unwanted or unkind behaviour.	Responsible and safe use To know that being anonymous online does not make unkind behaviour acceptable.
Reporting concerns Recognising when something online is unsafe, inappropriate or suspicious.	Reporting concerns To know reporting problems online to a trusted adult is an important part of staying safe.

Online Safety	Year 5/6
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KS2

Skills	Knowledge
Being online Identifying the features of social media platforms.	Being online - To know that online platforms are digital spaces, such as apps or websites, where people interact. - To know that online platforms show digital content based on the things they have liked, watched or subscribed to.
Online relationships Recognising how their online identity is shaped by what they share, like and comment on.	Online relationships - To know that interactions through online platforms such as social media should still be polite and respectful. - To know that people may present themselves differently online.
Risks and harms Identifying when online apps or games are trying to encourage people to spend money.	Risks and harms - To know that the things they share and post online can remain online. - To know that once something is shared online, it cannot always be deleted or fully removed. - To know that sharing images or posting comments online is often public.
Responsible and safe use Recognising when games are trying to persuade them to spend money.	Responsible and safe use - To know that social media platforms have age restrictions. - To know that if they are under the age limit for a particular online platform or app, they should not create an account.
Reporting concerns - Using tools like block, mute, flag and report on different online platforms. - Identifying which reporting tools to use in a specific situation.	Reporting concerns - To know that the block and mute tools can stop people from contacting them online. - To know that reporting or flagging content online will anonymously alert someone to a problem.

National curriculum statements relating to Online safety - KS2 Online safety: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
