

Computing and Staying Safe Online Long Term Plan

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
Year 1	Technology Around Us You could be an ICT technician		Creating Media- Digital Painting You could be a digital painter		Programming A - Moving a robot You could be a computer programmer		Data and information - grouping data You could be a data analyst		Creating media - Digital writing You could be a publisher	Programming B - Introduction to animation You could be a professional animator
Project Evolve	Self Image and Identity		Online Relationships		Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	To recognise that there may be people online who could make someone feel sad, embarrassed or upset.	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	To explain why it is important to be considerate and kind to people online and respect their choices.	To explain why things one person finds funny or sad online may not always be seen in the same way by others.	To recognise that information can stay online and could be copied.	I can describe how to behave online in ways that do not upset others and can give e	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can explain how passwords are used to protect information, accounts and devices.	I can explain why work I create using technology belongs to me

Year 2	Computing systems and networks - IT around us You could be an ICT technician	Creating media - Digital photography You could be a photographer	Programming A - Robot algorithms You could be a robotics designer		Data and information - Pictograms You could be a data analyst		Creating media - Making music You could be a professional digital music maker	Programming B - An introduction to quizzes You could be a professional quiz maker
	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	I can explain how other people may look and act differently online and offline.	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).	I can explain how information put online about someone can last for a long time.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can use simple keywords in search engines	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.	I can explain how passwords can be used to protect information, accounts and devices.	I can recognise that content on the internet may belong to other people.

Year 3	Connecting Computers You could be an ICT technician	Creating media - Animation You could be a professional animator	Programming A - Sequence in music You could be a musician		Data and information - Branching databases You could be a data analyst		Creating media - Desktop publishing	Programming B - Events and actions
	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	I can explain how people can represent themselves in different ways online	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can describe appropriate ways to behave towards other people online and why this is important.	I can demonstrate how to use key phrases in search engines to gather accurate information online.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	I can describe simple strategies for creating and keeping passwords private.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Year 4	Computing systems and networks - The Internet <i>You could be an ICT technician</i>	Microsoft Office 365- Website Design <i>You could be a website designer</i>	Programming A - Repetition in shapes <i>You could be a colourist (wall paper designer)</i>		Data and information - Data logging		Creating media - Photo editing <i>You could be a photographer</i>	Programming B - Repetition in games <i>You could be a game designer</i>
	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	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 describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can recognise when someone is upset, hurt or angry online.	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	I can 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.	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.

Year 5	Computing systems and networks - Sharing information <i>You could be an ICT technician</i>	Creating media - Video editing <i>You could be a video editor</i>	Programming - Scratch <i>You could be a computer programmer</i>		Data and information - Flat-file databases		Creating media - Vector drawing <i>You could be a designer</i>	Programming B - Selection in quizzes
	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	I can explain how identity online can be copied, modified or altered.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can search for information about an individual online and summarise the information found.	I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	I can explain what a strong password is and demonstrate how to create one.	I can assess and justify when it is acceptable to use the work of others

Year 6	Computing systems and networks – Communication You could be an ICT technician	Web page creation You could be a website designer	Programming A – Variables in games You could be a computer programmer	Introduction to spreadsheets You could be a secretary	Creating media- 3D modelling You could be a computer programmer	Programming B – Sensing		
	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
	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.	I can explain how sharing something online may have an impact either positively or negatively I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.	I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. 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. 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). I can describe the difference between online misinformation and dis-information	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.

