

Hill West Primary School Progressive Learning Journey for Computing



	Computer Science	Online Safety
Y e a r 1	<p>I can create simple programs, creating a game or story I can share.</p> <p>I can understand what algorithms are (precisely defined sequence of instructions).</p> <p>I know how algorithms are implemented as programs on digital devices, using Bee Bots.</p> <p>I can create and then debug a simple program using Scratch Junior.</p> <p>I can use logical reasoning to predict the behaviour of simple programs, for example by programming a Bee Bot to achieve specific tasks.</p> <p>I can use technology purposefully to organise digital technology, producing a talking book for example using Book Creator.</p> <p>I can use technology to purposefully create and manipulate digital content, for example using an iPad to take a picture or video.</p> <p>I can use technology to purposefully store and retrieve digital content, for example photographs on an iPad.</p> <p>I can use usernames and passwords to access computers and apps e.g. reading eggs.</p>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>I know I must speak to an adult I can trust if something online upsets me and that I can report my concerns electronically.</p> <p>I can explain why it is important to be considerate and kind to people online.</p> <p>I can recognise that information can stay online, leaving a digital footprint, and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first, including where I live, my name and where I go to school.</p> <p>I can use the internet to find things out.</p> <p>I can use simple keywords in search engines.</p> <p>I can explain how passwords can be used to protect information and devices.</p> <p>I can explore what cyberbullying means and what I can do when I encounter it.</p>

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Y e a r 2	<p>I can use logical reasoning to predict the behaviour of simple programs and then debug simple programs.</p> <p>I can understand that algorithms are implemented as programs on digital devices, for example building a model and animating it using Lego Wedo.</p> <p>I can write and debug my own programmes using a range of functions including variables.</p> <p>I can use technology purposefully to retrieve, create, manipulate and store digital content.</p> <p>I can understand the opportunities that computers present for communication and collaboration, for example replying to an email.</p> <p>I can create, save and load documents when presenting my work in or for school.</p> <p>I can recognise common uses of information technology beyond school.</p>	<p>I know that there are many ways I can report online activity that is inappropriate.</p> <p>I know that it is important to act responsibly when I am online.</p> <p>I know and understand about my own digital footprint, and how to build a positive one.</p> <p>I know the sorts of things I shouldn't share online, including personal information, photographs and opinions.</p> <p>I can use the internet to research key learning topics effectively.</p> <p>I can use search engines effectively to quickly locate information.</p> <p>I understand that some information on the internet is more valuable than other information on the internet, even when about the same topic or subject.</p> <p>I can explain how passwords can be used to protect information and devices, including limiting access to in-app purchases.</p> <p>I understand that the majority of games and platforms are businesses designed to make money.</p> <p>I understand that I should not be making any in-app purchases.</p> <p>I know about the impact cyber bullying has.</p>

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Y e a r 3	<p>I can design, write and debug programs that accomplish specific goals.</p> <p>I can solve problems by decomposing them into smaller parts.</p> <p>I can use sequence in programs and work with variables and various forms of input and output.</p> <p>I can use logical reasoning to detect and correct errors in more complex algorithms and programs.</p> <p>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>I can capture media using green screen technology for a purpose.</p> <p>I can use a programming application for the purposes of storytelling.</p> <p>I can send and receive emails and video messages.</p> <p>I can include attachments to emails.</p> <p>I am beginning to touch-type.</p> <p>I can create folders, save work and navigate a file system.</p> <p>I can use a wider range of functions within programmes such as hyperlinking, spell checking and importing.</p>	<p>I am beginning to understand how information and data are shared and used online.</p> <p>I understand the rules and principles for keeping safe online, including protecting personal information.</p> <p>I am beginning to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>I know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>I understand why social media, some computer games and online gaming, for example, are age restricted.</p> <p>I am beginning to understand about the benefits of rationing time spent online and the risks of excessive internet time spent on electronic devices on my own and others' mental and physical wellbeing.</p> <p>I can explain what it means to have a positive digital footprint, and why this is important.</p> <p>I can demonstrate ways to build positive and healthy online relationships and friendships.</p> <p>I can describe strategies I can use to respond to hurtful online behaviour, in ways that keep me and my friends safe and healthy.</p>

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	Computer Science	Online Safety
Y e a r 4	<p>I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>I can use sequence, selection, and repetition in programs, such as Lego Wedo.</p> <p>I can understand computer networks including the internet.</p> <p>I can explain how networks enable us to work collaboratively.</p> <p>I can learn some of the syntax of a text-based programming language (HTML).</p> <p>I can use collect, present, analyse and evaluate data using Microsoft Excel.</p> <p>I can use combine the features of Apps to create a multimedia video (for example green screen and Garage Band/Live Loops).</p> <p>I can competently create folders, save work and navigate a file system.</p> <p>I can touch-type with increasing speed and accuracy.</p>	<p>I can respect online privacy boundaries for myself and others.</p> <p>I know about online risks, including that any material someone provides to another has the potential to be shared online.</p> <p>I can seek or ask for help if I or others feel unsafe online.</p> <p>I know about different types of bullying including cyberbullying.</p> <p>I know about the impact of cyberbullying and the responsibilities of bystanders (primarily reporting bullying to an adult).</p> <p>I can demonstrate ways to build positive and healthy online relationships and friendships.</p> <p>I can describe strategies I can use to respond to hurtful online behaviour, in ways that keep me and my friends safe and healthy.</p> <p>I am beginning to understand about the benefits of rationing time spent online for my own mental and physical wellbeing.</p> <p>I understand the impact of positive and negative content online on my own and others' mental and physical wellbeing.</p> <p>I understand the need to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>

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Y e a r 5	<p>I can talk about the fundamentals of programming language used to create apps for Apple products (Swift).</p> <p>I can 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.</p> <p>I can design, write and debug complex programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>I can solve problems by decomposing them into smaller parts.</p> <p>I can use a range of software to accomplish given goals, creating a computer-based 3D model.</p> <p>I can combine a variety of software to accomplish specific goals.</p> <p>I can write a webpage or blog for a specific purpose.</p> <p>I can create a stop-motion animation, linked to another area of learning.</p> <p>I can touch-type with increasing speed and accuracy.</p>	<p>I can understand and identify fake news, biased writing, echo chambers and filter bubbles.</p> <p>I can understand what deliberate emotional manipulation is and how and why it is used online.</p> <p>I know the importance of permission-seeking and permission-giving in relationships with friends, peers and adults.</p> <p>I understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>I can understand how radical thinking creates divisions in society and the problems it causes.</p> <p>I can understand the importance of free speech but also know how hateful content online has a negative impact.</p> <p>I know how to respond to hateful comments online by reporting, flagging and blocking.</p> <p>I am beginning to understand the risks related to online gambling including the accumulation of debt.</p> <p>I have a deeper understanding of how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>I am able to critically consider my online friendships including awareness of the risks associated with people I have never met.</p>

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	Computer Science	Online Safety
Y e a r 6	<p>I can understand and use some of the syntax of a text-based programming language (python).</p> <p>I can use commands to display text on screen.</p> <p>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output, to take part in a Multi School Sphero challenge.</p> <p>I can combine a variety of software to accomplish given goals, using media and mapping to document a trip or geographical area.</p> <p>I can select, use and combine software on a range of digital devices, creating a multimedia documentary using iMovie, green screen and Garage Band.</p> <p>I can use technology purposefully to create, edit and organise digital content by producing a short TV advert.</p> <p>I can confidently touch-type with speed and accuracy.</p>	<p>I can understand with increasing confidence the prevalence of fake news, biased writing, echo chambers and filter bubbles.</p> <p>I can recognise radical thinking streams online and understand the harmful impact of these.</p> <p>I can understand the importance of free speech but also know how hateful content online impacts on me and my friends.</p> <p>I know how to respond to hateful comments online by reporting, flagging and blocking.</p> <p>I understand the characteristics of positive and healthy friendships in all contexts, including online.</p> <p>I understand that 'sexting' is illegal and can affect current and future relationships.</p> <p>I understand that I have the right to give or withhold consent to information about me or photographs of me being shared online.</p> <p>I understand the risks related to online gambling including the accumulation of debt and negative impact on relationships.</p> <p>I have a deeper understanding of how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>