

Margaret Wix Progression Ladder - Computing

Purpose of study (National Curriculum 2014)

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Year 1 – Knowledge, skills and vocabulary (Teach Computing)

Computing Systems & Networks	Creating Media	Data & Information	Programming
<p>By the end of Year 1, children should be able:</p> <p>Technology around us</p> <ul style="list-style-type: none"> • To identify technology • To identify a computer and its main parts • To use a mouse in different ways • To use a keyboard to type • To use the keyboard to edit text • To create rules for using technology responsibly 	<p>By the end of year 1, children should be able:</p> <p>Digital painting</p> <ul style="list-style-type: none"> • To describe what different freehand tools do • To use the shape tool and the line tools • To make careful choices when painting a digital picture • To explain why I chose the tools I used • To use a computer on my own to paint a picture • To compare painting a picture on a computer and on paper 	<p>By the end of Year 1, children should be able:</p> <p>Grouping data</p> <ul style="list-style-type: none"> • To label objects • To identify that objects can be counted • To describe objects in different ways • To count objects with the same properties • To compare groups of objects • To answer questions about groups of objects 	<p>By the end of year 1, children should be able:</p> <p>Moving a robot</p> <ul style="list-style-type: none"> • To explain what a given command will do • To act out a given word • To combine forwards and backwards commands to make a sequence • To combine four direction commands to make sequences • To plan a simple program

	<p>Digital writing</p> <ul style="list-style-type: none"> • To use a computer to write • To add and remove text on a computer • To identify that the look of text can be changed on a computer • To make careful choices when changing text • To explain why I used the tools that I chose • To compare writing on a computer with writing on paper 		<ul style="list-style-type: none"> • To find more than one solution to a problem <p>Introduction to animation</p> <ul style="list-style-type: none"> • To choose a command for a given purpose • To show that a series of commands can be joined together • To identify the effect of changing a value • To explain that each sprite has its own instructions • To design the parts of a project • To use my algorithm to create a program
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Year 1 - Online Safety (Education for a Connected World)

1. Self-Image and Identity	2. Online Relationships	3. Online Reputation	4. Online Bullying	5. Managing Online Information	6. Health, Wellbeing and Lifestyle	7. Privacy and Security	8. Copyright and Ownership
<ul style="list-style-type: none"> • I can recognise that there may be people online who could make me 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. 	<ul style="list-style-type: none"> • I can use the internet with adult support to communicate with people I know. • I can explain why it is important to be considerate and kind to people online. 	<ul style="list-style-type: none"> • I can recognise that information can stay online and could be copied. • I can describe what information I should not put online without asking a trusted adult first. 	<ul style="list-style-type: none"> • I can describe how to behave online in ways that do not upset others and can give examples. 	<ul style="list-style-type: none"> • I can use the internet to find things out. • I can use simple keywords in search engines. • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> • I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules. 	<ul style="list-style-type: none"> • I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain how passwords can be used to protect information and devices. 	<ul style="list-style-type: none"> • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). • I can save my work so that others know it belongs to me (e.g. filename, name on content).

Year 2 – Knowledge, skills and vocabulary (Teach Computing)

Computing Systems & Networks

By the end of year 2, children should be able:

Information technology around us

- To recognise the uses and features of information technology
- To identify information technology in the home
- To identify information technology beyond school
- To explain how information technology benefits us
- To show how to use information technology safely
- To recognise that choices are made when using information technology

Creating Media

By the end of year 2, children should be able:

Digital photography

- To know what devices can be used to take photographs
- To use a digital device to take a photograph
- To describe what makes a good photograph
- To decide how photographs can be improved
- To use tools to change an image
- To recognise that images can be changed

Making music

- To say how music can make us feel
- To identify that there are patterns in music
- To describe how music can be used in different ways
- To show how music is made from a series of notes
- To create music for a purpose
- To review and refine our computer work

Data & Information

By the end of year 2, children should be able:

Pictograms

- To recognise that we can count and compare objects using tally charts
- To recognise that objects can be represented as pictures
- To create a pictogram
- To select objects by attribute and make comparisons
- To recognise that people can be described by attributes
- To explain that we can present information using a computer

Programming

By then end of year 2, children should be able:

Robot algorithms

- To describe a series of instructions as a sequence
- To explain what happens when we change the order of instructions
- To use logical reasoning to predict the outcome of a program (series of commands)
- To explain that programming projects can have code and artwork
- To design an algorithm
- To create and debug a program that I have written

Introduction to quizzes

- To explain that a sequence of commands has a start
- To explain that a sequence of commands has an outcome
- To create a program using a given design
- To change a given design
- To create a program using my own design
- To decide how my project can be improved

Year 2 - Online Safety (Education for a Connected World)

1. Self-Image and Identity	2. Online Relationships	3. Online Reputation	4. Online Bullying	5. Managing Online Information	6. Health, Wellbeing and Lifestyle	7. Privacy and Security	8. Copyright and Ownership
<ul style="list-style-type: none"> • I can explain how other people's identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. 	<ul style="list-style-type: none"> • I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). • I can give examples of how I might use technology to communicate with others I don't know well. 	<ul style="list-style-type: none"> • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online. 	<ul style="list-style-type: none"> • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. 	<ul style="list-style-type: none"> • I can use keywords in search engines. • 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). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be true. 	<ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me. 	<ul style="list-style-type: none"> • I can describe how online information about me could be seen by others. • I can describe and explain some rules for keeping my information private. • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices. 	<ul style="list-style-type: none"> • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.

Year 3 – Knowledge, skills and vocabulary (Teach Computing)

Computing Systems & Networks	Creating Media	Data & Information	Programming
<p>By the end of year 3, children should be able:</p> <p>Connecting computers</p> <ul style="list-style-type: none">• To explain how digital devices function• To identify input and output devices• To recognise how digital devices can change the way we work• To explain how a computer network can be used to share information• To explore how digital devices can be connected• To recognise the physical components of a network	<p>By the end of year 3, children should be able:</p> <p>Stop-frame animation</p> <ul style="list-style-type: none">• To explain that animation is a sequence of drawings or photographs• To relate animated movement with a sequence of images• To plan an animation• To identify the need to work consistently and carefully• To review and improve an animation• To evaluate the impact of adding other media to an animation <p>Desktop publishing</p> <ul style="list-style-type: none">• To recognise how text and images convey information• To recognise that text and layout can be edited• To choose appropriate page settings• To add content to a desktop publishing publication• To consider how different layouts can suit different purposes• To consider the benefits of desktop publishing	<p>By the end of year 3, children should be able:</p> <p>Branching databases</p> <ul style="list-style-type: none">• To create questions with yes/no answers• To identify the object attributes needed to collect relevant data• To create a branching database• To identify objects using a branching database• To explain why it is helpful for a database to be well structured• To compare the information shown in a pictogram with a branching database	<p>By the end of year 3, children should be able:</p> <p>Sequence in music</p> <ul style="list-style-type: none">• To explore a new programming environment• I can identify that each sprite is controlled by the commands I choose• To explain that a program has a start• To recognise that a sequence of commands can have an order• To change the appearance of my project• To create a project from a task description <p>Events and actions</p> <ul style="list-style-type: none">• To explain how a sprite moves in an existing project• To create a program to move a sprite in four directions• To adapt a program to a new context• To develop my program by adding features• To identify and fix bugs in a program• To design and create a maze-based challenge

Year 3 - Online Safety (Education for a Connected World)

1. Self-Image and Identity	2. Online Relationships	3. Online Reputation	4. Online Bullying	5. Managing Online Information	6. Health, Wellbeing and Lifestyle	7. Privacy and Security	8. Copyright and Ownership
<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). 	<ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. <ul style="list-style-type: none"> • I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know well. • I can explain why I should be careful who I trust online and what information I can trust them with. • I can explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting 	<ul style="list-style-type: none"> • I can search for information about myself online. • I can recognize I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online. 	<ul style="list-style-type: none"> • I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. 	<ul style="list-style-type: none"> • I can use key phrases in search engines. • I can explain what autocomplete is and how to choose the best suggestion. • I can explain how the internet can be used to sell and buy things. • I can explain the difference between a 'belief', an 'opinion' and a 'fact'. 	<ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). 	<ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. <ul style="list-style-type: none"> • I understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with others. 	<ul style="list-style-type: none"> • I can explain why copying someone else's work from the internet without permission can cause problems. <ul style="list-style-type: none"> • I can give examples of what those problems might be.

	someone online'. I can explain why this is different from 'liking someone online'.						
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Year 4 – Knowledge, skills and vocabulary (Teach Computing)

Computing Systems & Networks	Creating Media	Data & Information	Programming
<p>By the end of year 4, children should be able:</p> <p>The internet</p> <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content 	<p>By the end of year 4, children should be able:</p> <p>Audio editing</p> <ul style="list-style-type: none"> To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made <p>Photo editing</p> <ul style="list-style-type: none"> To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image 	<p>By the end of year 4, children should be able:</p> <p>Data logging</p> <ul style="list-style-type: none"> To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions 	<p>By the end of year 4, children should be able:</p> <p>Repetition in shapes</p> <ul style="list-style-type: none"> To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a program into parts To create a program that uses count-controlled loops to produce a given outcome <p>Repetition in games</p> <ul style="list-style-type: none"> To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops

			<ul style="list-style-type: none"> • To develop a design which includes two or more loops which run at the same time • To modify an infinite loop in a given program • To design a project that includes repetition • To create a project that includes repetition
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Year 4 - Online Safety (Education for a Connected World)

1. Self-Image and Identity	2. Online Relationships	3. Online Reputation	4. Online Bullying	5. Managing Online Information	6. Health, Wellbeing and Lifestyle	7. Privacy and Security	8. Copyright and Ownership
<ul style="list-style-type: none"> • I can explain how my online identity can be different to the identity I present in 'real life'. • Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. 	<ul style="list-style-type: none"> • I can describe strategies for safe and fun experiences in a range of online social environments. • I can give examples of how to be respectful to others online. 	<ul style="list-style-type: none"> • I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others. 	<ul style="list-style-type: none"> • I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). 	<ul style="list-style-type: none"> • I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • I can explain that some people I 	<ul style="list-style-type: none"> • I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology. • I can suggest strategies to help me limit this time. 	<ul style="list-style-type: none"> • I can explain what a strong password is. • I can describe strategies for keeping my personal information private, depending on context. • I can explain that others online can pretend to be me or other people, including my friends. • I can suggest reasons why they might do this. • I can explain how internet use can be monitored. 	<ul style="list-style-type: none"> • 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. • I can give some simple examples.

				<p>'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <ul style="list-style-type: none"> • I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. 			
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Year 5 – Knowledge, skills and vocabulary (Teach Computing)

Computing Systems & Networks	Creating Media	Data & Information	Programming
<p>By the end of year 5, children should be able:</p> <p>Sharing information</p> <ul style="list-style-type: none"> • To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To recognise how information is transferred over the internet • To explain how sharing information online lets people in different places work together • To contribute to a shared project online • To evaluate different ways of working together online 	<p>By the end of year 5, children should be able:</p> <p>Video editing</p> <ul style="list-style-type: none"> • To recognise video as moving pictures, which can include audio • To identify digital devices that can record video • To capture video using a digital device • To recognise the features of an effective video • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when making and sharing a video <p>Vector drawing</p> <ul style="list-style-type: none"> • To identify that drawing tools can be used to produce different outcomes • To create a vector drawing by combining shapes 	<p>By the end of year 5, children should be able:</p> <p>Flat-file databases</p> <ul style="list-style-type: none"> • To use a form to record information • To compare paper and computer-based databases • To outline how grouping and then sorting data allows us to answer questions • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare data visually • To apply my knowledge of a database to ask and answer real-world questions 	<p>By the end of year 5, children should be able:</p> <p>Selection in physical computing</p> <ul style="list-style-type: none"> • To control a simple circuit connected to a computer • To write a program that includes count-controlled loops • To explain that a loop can stop when a condition is met, eg number of times • To conclude that a loop can be used to repeatedly check whether a condition has been met • To design a physical project that includes selection • To create a controllable system that includes selection

	<ul style="list-style-type: none"> • To use tools to achieve a desired effect • To recognise that vector drawings consist of layers • To group objects to make them easier to work with • To evaluate my vector drawing 		<p>Selection in games</p> <ul style="list-style-type: none"> • To explain how selection is used in computer programs • To relate that a conditional statement connects a condition to an outcome • To explain how selection directs the flow of a program • To design a program which uses selection • To create a program which uses selection • To evaluate my program
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Year 5 - Online Safety (Education for a Connected World)

1. Self-Image and Identity	2. Online Relationships	3. Online Reputation	4. Online Bullying	5. Managing Online Information	6. Health, Wellbeing and Lifestyle	7. Privacy and Security	8. Copyright and Ownership
<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context. 	<ul style="list-style-type: none"> • 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 make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively. 	<ul style="list-style-type: none"> • I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgments about an individual. 	<ul style="list-style-type: none"> • I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. • I can explain how to block abusive users. • I can explain how I would report online bullying on the apps and platforms that I use. • I can describe the helpline services who can support me and what I would say and do if I 	<ul style="list-style-type: none"> • I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results. • I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence. • I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate 	<ul style="list-style-type: none"> • I can describe ways technology can affect healthy sleep and can describe some of the issues. • I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. 	<ul style="list-style-type: none"> • I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. 	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context.

needed their help
(e.g. **Childline**).

information
deliberately
distributed and
intended to
mislead).

- I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.
- I can explain what is meant by a '**hoax**'. I can explain why I need to think carefully before I forward anything online.
- I can explain why some information I find online may not be honest, accurate or legal.
- 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 (e.g. the sharing of misinformation either by accident or on purpose).

Year 6 – Knowledge, skills and vocabulary (Teach Computing)

Computing Systems & Networks

By the end of year 6 children will be able:

Communication

- To identify how to use a search engine
- To describe how search engines select results
- To describe how search engines select results
- To explain how search results are ranked
- To recognise why the order of results is important, and to whom
- To recognise how we communicate using technology
- To evaluate different methods of online communication

Creating Media

By the end of year 6 children will be able:

Web page creation

- To review an existing website and consider its structure
- To plan the features of a web page
- To consider the ownership and use of images (copyright)
- To recognise the need to preview pages
- To outline the need for a navigation path
- To recognise the implications of linking to content owned by other people

3D modelling

- To use a computer to create and manipulate three-dimensional (3D) digital objects
- To compare working digitally with 2D and 3D graphics
- To construct a digital 3D model of a physical object
- To identify that physical objects can be broken down into a collection of 3D shapes
- To design a digital model by combining 3D objects
- To develop and improve a digital 3D model

Data & Information

By the end of year 6 children will be able:

Spreadsheets

- To identify questions which can be answered using data
- To explain that objects can be described using data
- To explain that formula can be used to produce calculated data
- To apply formulas to data, including duplicating
- To create a spreadsheet to plan an event
- To choose suitable ways to present data

Programming

By the end of year 6 children will be able:

Variables in games

- To define a 'variable' as something that is changeable
- To explain why a variable is used in a program
- To choose how to improve a game by using variables
- To design a project that builds on a given example
- To use my design to create a project
- To evaluate my project

Sensing

- To create a program to run on a controllable device
- To explain that selection can control the flow of a program
- To update a variable with a user input
- To use an conditional statement to compare a variable to a value
- To design a project that uses inputs and outputs on a controllable device
- To develop a program to use inputs and outputs on a controllable device

Year 6 - Online Safety (Education for a Connected World)

1. Self-Image and Identity	2. Online Relationships	3. Online Reputation	4. Online Bullying	5. Managing Online Information	6. Health, Wellbeing and Lifestyle	7. Privacy and Security	8. Copyright and Ownership
<ul style="list-style-type: none"> • I can describe ways in which media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need. 	<ul style="list-style-type: none"> • I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). • I can demonstrate how I would support others (including those who are having difficulties) online. • I can demonstrate ways of reporting problems online for both myself and my friends. 	<ul style="list-style-type: none"> • I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation. 	<ul style="list-style-type: none"> • 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 identify a range of ways to report concerns both in school and at home about online bullying. 	<ul style="list-style-type: none"> • I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • 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'. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. • I can identify, flag and report inappropriate content. 	<ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). • I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). 	<ul style="list-style-type: none"> • I use different passwords for a range of online services. • I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). • I know what to do if my password is lost or stolen. • I can explain what app permissions are and can give some examples from the technology or services I use. • 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). 	<ul style="list-style-type: none"> • 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.

