

Computing overview – 2 year cycle

	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What's Above Me? What's Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel) Technology outside the classroom.
Year 1/ 2 Cycle A	1.1 – Technology around us 2.1 – Information technology around us	1.2 – Digital painting 2.2 – Digital photography	1.3 – Moving a robot 2.3 – Robot algorithms
Year 1/ 2 Cycle B	1.4 – Grouping data 2.4 - Pictograms	1.5 – Digital writing 2.5 – Digital music	1.6 – Programming animations 2.6 – Programming quizzes
Year 3 /4 Cycle A	3.1 – Connecting computers 4.1 – The internet	3.2 – Stop frame animation 4.2 – Audio production	3.3 - Sequencing sounds 4.3 – Repetition in shapes
Year 3 /4 Cycle B	3.4 – Branching databases 4.4 – Data logging	3.5 – Desktop publishing 4.5 – Photo editing	3.6 – Events and actions in programs 4.6 – Repetition in games
Year 5/ 6 Cycle A	5.1 – Systems and searching 6.1 – Communication and collaboration	5.2 – Video production 6.2 – Webpage creation	5.3 – Selection in physical computing 6.3 – Variables in games
Year 5/ 6 Cycle B	5.4 – Flat file databases 6.4 – Intro to spreadsheets	5.5 – Intro to vector graphics 6.5 – 3D modelling	5.6 – Selection in quizzes 6.6. – Sensing movement

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Computing systems and networks</u>	1.1	3.1	5.1
Objectives	<p>To identify technology</p> <p>To identify a computer and its main parts</p> <p>To use a mouse in different ways</p> <p>To use a keyboard to type on a computer</p> <p>To use the keyboard to edit text</p> <p>To create rules for using technology responsibly</p>	<p>To explain how digital devices function</p> <p>To identify input and output devices</p> <p>To recognise how digital devices can change the way we work</p> <p>To explain how a computer network can be used to share information</p> <p>To explore how digital devices can be connected</p> <p>To recognise the physical components of a network</p>	<p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To experiment with search engines</p> <p>To describe how search engines select results</p> <p>To explain how search results are ranked</p> <p>To recognise why the order of results is important, and to whom</p>
Vocabulary	technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.	digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets	System, connection, digital, input, process, Output Search, search engine, refine Ordering, ranking,
Sticky Knowledge	<p>A computer has a mouse, a keyboard, a monitor and a tower.</p> <p>A mouse moves the cursor.</p> <p>We use the keyboard to type.</p> <p>Computers can store information.</p>	<p>Digital devices accept inputs</p> <p>Digital devices produce outputs</p> <p>Messages are passed through multiple connections</p>	<p>A search engine produces results based on the term that is searched.</p> <p>A search engine produces a ranked search.</p> <p>Digital devices accept inputs</p> <p>Digital devices produce outputs.</p>
<u>Computing systems and networks</u>	2.1	4.1	6.1

Objectives	<p>To recognise the uses and features of information technology</p> <p>To identify the uses of information technology in the school</p> <p>To identify information technology beyond school</p> <p>To explain how information technology helps us</p> <p>To explain how to use information technology safely</p> <p>To recognise that choices are made when using information technology</p>	<p>To describe how networks physically connect to other networks</p> <p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>To recognise how the content of the WWW is created by people</p> <p>To evaluate the consequences of unreliable content</p>	<p>To explain the importance of internet addresses</p> <p>To recognise how data is transferred across the internet</p> <p>To explain how sharing information online can help people to work together</p> <p>To evaluate different ways of working together online</p> <p>To recognise how we communicate using technology</p> <p>To evaluate different methods of online communication</p>
Vocabulary	Information technology (IT), computer, barcode, scanner/scan	(WAP),internet, network, route routing, security, server,, switch, , web address, , web browser, web page,, website, , wireless access point, World Wide Web,	communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, oneway, two-way, one-to-one, one-to-many.
Sticky Knowledge	<p>Computers can be used for lots of different things.</p> <p>Computers can be used to help us.</p> <p>Using a computer can have risks.</p>	<p>Computers connect together to form networks.</p> <p>Networks can connect to the internet.</p> <p>The internet is also known as the world wide web.</p> <p>The internet contains reliable and unreliable information.</p>	<p>Internet devices use addresses to connect to websites.</p> <p>Data is transferred over networks in packets</p> <p>Data can be transferred using the cloud.</p> <p>The internet can be used to communicate with others.</p>
<u>Creating Media</u>	1.2	3.2	5.2

Objectives	<p>To describe what different freehand tools do</p> <p>To use the shape tool and the line tools</p> <p>To make careful choices when painting a digital picture</p> <p>To explain why I chose the tools I used</p> <p>To use a computer on my own to paint a picture</p> <p>To compare painting a picture on a computer and on paper</p>	<p>To explain that animation is a sequence of drawings or photographs</p> <p>To relate animated movement with a sequence of images</p> <p>To plan an animation</p> <p>To identify the need to work consistently and carefully</p> <p>To review and improve an animation</p> <p>To evaluate the impact of adding other media to an animation</p>	<p>To explain what makes a video effective</p> <p>To identify digital devices that can record video</p> <p>To capture video using a range of techniques</p> <p>To create a storyboard</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p>
Vocabulary	<p>paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers</p>	<p>animation, flip book, stop frame, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition</p>	<p>Video, audio, camera, panning, close up green screen import, split, trim, clip, edit, reshoot</p>
Sticky Knowledge	<p>The mouse can be used to create lines.</p> <p>The undo button can be used to correct mistakes.</p> <p>An eraser can remove parts that are unwanted</p>	<p>Stop frame animation uses little changes in each slide.</p> <p>Stop frame animation is a story with settings, characters and events.</p> <p>Stop frame animation can be planned using a storyboard</p> <p>Onion skinning can be used to make small changes between frames</p>	<p>Images can be manipulated on a computer using software.</p> <p>Different skills can be used to enhance the image.</p>
<u>Creating Media</u>	2.2	4.2	6.2
Objectives	<p>To use a digital device to take a photograph</p> <p>To make choices when taking a photograph</p>	<p>identify that sound can be recorded</p> <p>To explain that audio recordings can be edited</p>	<p>To review an existing website and consider its structure</p> <p>To plan the features of a web page</p>

	<p>To describe what makes a good photograph</p> <p>To decide how photographs can be improved</p> <p>To use tools to change an image</p> <p>To recognise that photos can be changed</p>	<p>To recognise the different parts of creating a podcast project</p> <p>To apply audio editing skills independently</p> <p>To combine audio to enhance my podcast project</p> <p>To evaluate the effective use of audio</p>	<p>To consider the ownership and use of images (copyright)</p> <p>To recognise the need to preview pages</p> <p>To outline the need for a navigation path</p> <p>To recognise the implications of linking to content owned by other people</p>
Vocabulary	<p>device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,</p>	<p>audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback</p>	<p>website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media, purpose, copyright, fair use, home page preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed.,</p>
Sticky Knowledge	<p>Photographs can be taken in landscape and portrait format.</p> <p>Lighting can change a photograph.</p> <p>Photographs can be edited.</p>	<p>Computers can record audio.</p> <p>Audio recordings can be trimmed to edit them.</p> <p>Sounds can be combined to make a new sound.</p>	<p>Webpages can be created using a computer.</p> <p>Webpages should contain copyright free images.</p> <p>Webpages can contain hyperlinks and navigation paths.</p> <p>Webpages can be previewed before being published.</p>
<u>Programming</u> <u>A</u>	1.3	3.3	5.3
Objectives	<p>To explain what a given command will do</p> <p>To act out a given word</p>	<p>To explore a new programming environment</p> <p>To identify that commands have an outcome</p>	<p>To control a simple circuit connected to a computer</p> <p>To write a program that includes count-controlled loops</p>

	<p>To combine forwards and backwards commands to make a sequence</p> <p>To combine four direction commands to make sequences</p> <p>To plan a simple program</p> <p>To find more than one solution to a problem</p>	<p>To explain that a program has a start</p> <p>To recognise that a sequence of commands can have an order</p> <p>To change the appearance of my project</p> <p>To create a project from a task description</p>	<p>To explain that a loop can stop when a condition is met</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a program that controls a physical computing project</p>
Vocabulary	Bee-Bot, forwards, backwards, instructions, directions, left, right, route, plan, algorithm, program, turn, clear, go, commands,	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code	Microcontroller components, connection, infinite loop selection, condition, action, repetition program, crumble controller, switch, motor, LED, sparkle, crocodile clips, battery box,
Sticky Knowledge	<p>Commands tell the sprite what to do.</p> <p>A series of commands can be run as a program.</p> <p>A series of commands can be used to make a sequence.</p>	<p>Commands in Scratch are represented as blocks.</p> <p>Paper can be used to design a programme.</p> <p>Code is represented as an algorithm.</p>	<p>Crumble controller can be used as a circuit.</p> <p>Crumble controller has multiple outputs.</p> <p>Crumble and circuits can be connected to a computer.</p> <p>When a condition is met the loop will finish.</p>
<u>Programming</u> <u>A</u>	2.3	4.3	6.3
Objective	<p>To describe a series of instructions as a sequence</p> <p>To explain what happens when we change the order of instructions</p>	<p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p>	<p>To define a 'variable' as something that is changeable</p> <p>To explain why a variable is used in a program</p>

	<p>To use logical reasoning to predict the outcome of a program</p> <p>To explain that programming projects can have code and artwork</p> <p>To design an algorithm</p> <p>To create and debug a program that I have written</p>	<p>To explain what 'repeat' means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a task into small steps</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p>	<p>To choose how to improve a game by using variables</p> <p>To design a project that builds on a given example</p> <p>To use my design to create a project</p> <p>To evaluate my project</p>
Vocabulary	<p>instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition,</p>	<p>Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure</p>	<p>variable, change, name, value, set, design, event, algorithm, code, task declare artwork, program, project, code, test, debug, improve, evaluate, share, assign,</p>
Sticky Knowledge	<p>Instructions can be ordered and sequenced.</p> <p>Errors can be debugged.</p> <p>The outcome will be different when the order of instructions is changed.</p> <p>A series of instructions is called a sequence.</p>	<p>Logo's commands are typed in shorthand.</p> <p>The keyboard is used to create commands.</p> <p>Commands can be repeated using a loop or repeat block.</p> <p>Count-controlled loops are used with a number.</p>	<p>Variables can be changed.</p> <p>Amounts can be added to variables.</p> <p>Errors can be debugged.</p> <p>Projects can be designed and evaluated.</p>
Data and information	1.4	3.4	5.4
Objective	<p>To label objects</p> <p>To identify that objects can be counted</p> <p>To describe objects in different ways</p> <p>To count objects with the same properties</p> <p>To compare groups of objects</p>	<p>To create questions with yes/no answers</p> <p>To identify the attributes needed to collect data about an object</p> <p>To create a branching database</p> <p>To explain why it is helpful for a database to be well structured</p>	<p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how you can answer questions by grouping and then sorting data</p>

	To answer questions about groups of objects	To plan the structure of a branching database To independently create an identification tool	To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions
Vocabulary	object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	attribute, value, questions, table, objects, branching, database, objects, decision tree equal, even, separate, structure, compare, order, organise, selecting, information,	Database, data, field, record, sort, order graph, chart, axis, compare, filter
Sticky Knowledge	Powerpoint can be used to create charts. Data can be placed into a chart. Charts can be manipulated. Charts can be analysed to answer questions.	Branching databases contain several sets of data. Yes/no answers determine what data we see. A branching database is made of a decision tree.	Spreadsheets can be used to record and order data. Formula can be applied to spreadsheets. Tools can be used to select specific data.
Data and Information	2.4	4.4	6.4
Objective	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 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 recognise how a computer can help us analyse data To identify the data needed to answer questions	To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data

	To explain that we can present information using a computer	To use data from sensors to answer questions	
Vocabulary	more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing	data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion	data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools.
Sticky Knowledge	Pictograms use pictures to represent data. Objects can be counted using a tally chart. People can be grouped by attribute. Information can be presented using a computer.	Data loggers collect data over time. Data loggers collect data automatically. Computers can analyse data. Data can be used to answer questions. Data can be imported from the data loggers.	Spreadsheets can be used to create charts. Formula can be used to create sums and find totals. Data can be collected and inputted into a spreadsheet. Spreadsheets can be used to plan and budget events.
Creating Media	1.5	3.5	5.5
Objective	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 typing on a computer to writing on paper	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	To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes 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 apply what I have learned about vector drawings

Vocabulary	word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing capital letters,	text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, template, layout, content, desktop publishing, copy, paste, purpose, benefits placeholder	vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection
Sticky Knowledge	The keyboard is used to type letters. Different keys on a keyboard have different functions. The undo button erases mistakes. Text can be edited on a computer.	Text can be altered in size, font and colour. Pages can be portrait or landscape. Content such as images and text can be added to publisher. Different layouts can suit different purposes and audiences.	Vector drawings have layers that can be edited. Multiple objects can be selected with the mouse to create a group. Shapes can be combined to create a vector drawing. Tools can be used to rotate, fill, outline and insert in a vector drawing.
Creating Media	2.5	4.5	6.5
Objective	To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work	To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image	To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create a 3D model for a given purpose To plan my own 3D model To create my own digital 3D model
Vocabulary	music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes,	image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, select,	Tinker CAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize, lift, lower, recolour, rotate, duplicate, cylinder, cube,

	create, emotion, beat, instrument, open, edit.	combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, clone, font	cuboid, sphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify group,
Sticky Knowledge	Musical notes can be put into a sequence my make a rhythm. Sounds can be quiet or loud. Music can be created for a purpose. Music can make us feel different emotions. A computer can be used to make different music.	An image can be edited by rotating. An image can be edited by cropping. An image can be edited with colour effects. Parts of an image can be removed. Images can be combined.	A shape can be edited by rotating. Resizing and with colour effects. Shapes can be grouped together. Programmes can be used to create 3D models.
Programming B	1.6	3.6	5.6
Objective	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	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	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
Vocabulary	ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete,	motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, actions set up, pen, design, action, debugging, errors, setup, code, test, debug,	algorithm, selection, condition, true, false, count-controlled loop conditional statement, program, debug

	reset, algorithm, predict, effect, change, value, instructions, design.		
Sticky Knowledge	<p>Instructions can be ordered and sequenced.</p> <p>Errors can be debugged.</p> <p>Sprites can be deleted.</p> <p>Algorithms can be added to each sprite.</p> <p>Each sprite can have different instructions.</p>	<p>Sprites can move in all directions.</p> <p>Sprites can leave a pen trail when they move.</p> <p>Errors can be debugged.</p>	<p>Scratch can be used to create games.</p> <p>A score counter adds up points in the games.</p> <p>Variables can be changed.</p> <p>A loop is a continuous code.</p>
Programming B	2.6	4.6	6.6
Objective	<p>To explain that a sequence of commands has a start</p> <p>To explain that a sequence of commands has an outcome</p> <p>To create a program using a given design</p> <p>To change a given design</p> <p>To create a program using my own design</p> <p>To decide how my project can be improved.</p>	<p>To develop the use of count-controlled loops in a different programming environment</p> <p>To explain that in programming there are infinite loops and count controlled loops</p> <p>To develop a design that includes two or more loops which run at the same time</p> <p>To modify an infinite loop in a given program</p> <p>To design a project that includes repetition</p> <p>To create a project that includes repetition</p>	<p>To create a program to run on a controllable device</p> <p>To explain that selection can control the flow of a program</p> <p>To update a variable with a user input</p> <p>To use a conditional statement to compare a variable to a value</p> <p>To design a project that uses inputs and outputs on a controllable device</p> <p>To develop a program to use inputs and outputs on a controllable device</p>

Vocabulary	sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.	Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count - controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate.	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, debug. sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test,
Sticky Knowledge	Instructions can be ordered and sequenced. Errors can be debugged. Sprites can be deleted. Algorithms can be added to each sprite.	Sprites can move in all directions. Infinite loops continue forever. Count controlled loops continue for the number placed into the loop. Errors can be debugged.	A microbit can be used as a step counter. A microbit has inputs and outputs. Selection can control the flow of a program. A project can have inputs and outputs on a microbit.
School busy bees	Year 1 and 2	Year 3 and 4	Year 5 and 6
Be a friend	Help my friends when they need it.	Share my ideas and feelings with my friends and listen to theirs.	Work cooperatively with my friends and value their contributions.
Be you	Follow simple instructions to try new activities on my own.	Learn from my experiences, seeking guidance when I encounter difficulties.	Critically assess my independent work, reflect on feedback and implement improvements to achieve high-quality results.
Be honest	Share my feelings openly and tell others how I really feel.	Reflect on my work and be honest about what I understood and where I might need more practice.	Evaluate my work and be honest about my progress and areas for improvement
Be brave	Ask for help when I need it and don't be afraid to make mistakes.	Try something new with encouragement and listen to ideas for improvements from others.	Present my work and ideas to peers and teaching and accept feedback as an opportunity to better my work.
Be Kind	Use kind words when talking about others' work and encourage them to keep trying.	Engage in group work with a positive attitude, being considerate and acknowledging everyone's efforts.	Offer constructive criticism in a way that supports and motivates my peers, focusing on growth and improvement.

Online Safety Overview – 2 year cycle

	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What’s Above Me? What’s Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel) Technology outside the classroom.
Year 1/ 2 Cycle A	Self-Image and Identity Health, Wellbeing and lifestyle Online reputation Online relationships	Online Bullying Managing Online Information	Privacy & Security Copyright & Ownership
Year 1/ 2 Cycle B	Self-Image and Identity Health, Wellbeing and lifestyle Online reputation Online relationships	Online Bullying Managing Online Information	Privacy & Security Copyright & Ownership
Year 3 /4 Cycle A	Self-Image and Identity Health, Wellbeing and lifestyle Online reputation Online relationships	Online Bullying Managing Online Information	Privacy & Security Copyright & Ownership
Year 3 /4 Cycle B	Self-Image and Identity Health, Wellbeing and lifestyle Online reputation Online relationships	Online Bullying Managing Online Information	Privacy & Security Copyright & Ownership
Year 5/ 6 Cycle A	Self-Image and Identity Health, Wellbeing and lifestyle Online reputation Online relationships	Online Bullying Managing Online Information	Privacy & Security Copyright & Ownership
Year 5/ 6 Cycle B	Self-Image and Identity Health, Wellbeing and lifestyle Online reputation Online relationships	Online Bullying Managing Online Information	Privacy & Security Copyright & Ownership

Self-Image and Identity Health, Wellbeing and lifestyle	Year 1 Autumn 1 Cycle A	Year 3 Autumn 1 Cycle A	Year 5 Autumn 1 Cycle A
Objectives	<p>To recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>To explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>To explain what is meant by the term 'identity'.</p> <p>To explain how people can represent themselves in different ways online</p> <p>To explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p>To explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>To explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>To explain how identity online can be copied, modified or altered.</p> <p>To demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>To describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>To describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>To recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>To explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>
Vocabulary	Sad, embarrassed, angry, upset, rules, safe, online, offline.	Identity, online, avatar, social media, positive, negative, age restrictions.	Copied, modified, altered, identity, health, well-being, payment, in-app purchases, lootboxes.

Sticky Knowledge	<p>Things online can be reported. Adults can support when things online are unsafe. Rules keep you safe online.</p>	<p>Identity is who we are People can represent themselves differently online. Social media and games have age restrictions. An Avatar is a made-up image of a person they use online to keep their actual photo private. Screen time is the amount of time spent using a screen.</p>	<p>Online identities can be copied or changed Technology can affect health in good and bad ways Some applications and games offer in app-purchases for content or extras. Balance online health advice with talking to trusted adults. Health information can be accessed online.</p>
<p>Self-Image and Identity Health, Wellbeing and lifestyle</p>	<p>Year 2 Autumn 1 Cycle B</p>	<p>Year 4 Autumn 1 Cycle B</p>	<p>Year 6 Autumn 1 Cycle B</p>
Objectives	<p>To explain how other people may look and act differently online and offline. To give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; and give examples of how they might get help. To explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. To explain how those rules / guides can help anyone accessing online technologies.</p>	<p>To explain how my online identity can be different to my offline identity. To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. To explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. To explain how using technology can be a distraction from other things, in both a positive and negative way. To identify times or situations when someone may need to limit the amount of time they use technology e.g.</p>	<p>To 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. To 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. To explain the importance of asking until I get the help needed. To describe common systems that regulate age-related content (e.g. PEGI,</p>

		suggest strategies to help with limiting this time.	BBFC, parental warnings) and describe their purpose. To recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. To recognise features of persuasive design and how they are used to keep users engaged (current and future use). To 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).
Vocabulary	Different,online, offline, sad, embarrassed, uncomfortable, frightened, help, home, public.	Online identity, offline identity, positive, negative, distraction, time limit.	Gender, race, religion, disability, challenged, inappropriate, help, age related content, PEGI, BBFC, parental warnings, persuasive, impact.
Sticky Knowledge	Things online can be reported. Adults can support when things online are unsafe. Rules keep you safe online. People can act or look different online than offline.	Time limits can be placed on technology. Online identities can be different to offline identities. People online can pretend to be someone else. Technology can be a good or bad distraction.	Things online can be reported. Age ratings help protect us from inappropriate content. Technology can create pressure, but it can be managed. Persuasive design keeps us using technology longer.
Online Reputation & Online Relationships	Year 1 Cycle A Autumn 2	Year 3 Cycle A Autumn 2	Year 5 Cycle A Autumn 2

<p>Objectives</p>	<p>To give examples of when I should ask permission to do something online and explain why this is important.</p> <p>To use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>To explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p>To explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>To recognise that information can stay online and could be copied.</p> <p>To describe what information I should not put online without asking a trusted adult first.</p>	<p>To describe ways people who have similar likes and interests can get together online.</p> <p>To explain what it means to ‘know someone’ online and why this might be different from knowing someone offline.</p> <p>To explain what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’, and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>To explain how someone’s feelings can be hurt by what is said or written online.</p> <p>To explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline (e.g. sharing images and videos).</p> <p>To explain how to search for information about others online.</p>	<p>To give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</p> <p>To explain that there are some people I communicate with online who may want to do me or my friends harm. recognise that this is not my / our fault.</p> <p>To describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>To explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>To demonstrate how to support others (including those who are having difficulties) online.</p> <p>To search for information about an individual online and summarise the information found.</p> <p>To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p>
-------------------	---	--	---

		<p>To give examples of what anyone may or may not be willing to share about themselves online.</p> <p>To explain the need to be careful before sharing anything personal.</p> <p>To explain who someone can ask if they are unsure about putting something online.</p>	
Vocabulary	Permission, adult support, respect, funny, sad, copied, trusted adult, online.	Interests, likes, together, trust, nervous, feelings, permission, search, share, personal.	Emojis, meme, GIF, communities, positive, trusted adults, search.
Sticky Knowledge	<p>Information online can stay online and can be copied.</p> <p>Some information should not be shared online.</p> <p>What's funny or sad to me may not be the same for others.</p>	<p>Personal information should not be shared online.</p> <p>Permission should be granted before sharing information online.</p> <p>Knowing someone online is different from knowing them in person.</p> <p>Words online can hurt feelings.</p> <p>It's okay to change your mind about trust if you feel uncomfortable.</p> <p>You can search for information about others online.</p> <p>Be careful before sharing personal information.</p>	<p>Technology has specific forms of communication.</p> <p>Information can be found online.</p> <p>Online communities can work together positively.</p> <p>Information online can be misused to make wrong judgements.</p>
Online Reputation & Online Relationships	Year 2 Cycle B Autumn 2	Year 4 Cycle B Autumn 2	Year 6 Cycle B Autumn 2
Objective	To give examples of how someone might use technology to communicate with others they don't know also know	To describe strategies for safe and fun experiences in a range of online social environments.	To explain how sharing something online may have an impact either positively or negatively.

	<p>offline and explain why this might be risky.</p> <p>To explain who I should ask before sharing things about myself or others online.</p> <p>To describe different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure.</p> <p>To explain why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>Explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>To identify who can help me if something happens online without my consent.</p> <p>To explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>To explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>To explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</p>	<p>To 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.</p> <p>To describe how things shared privately online can have unintended consequences for others.</p> <p>To explain that taking or sharing inappropriate images of someone, even if they say it is okay may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
Vocabulary	Stranger, offline, online, sharing, permission, accept, deny, agree, help, feelings, others.	Respectful, kind, healthy, unhealthy, behaviour, online, offline, thoughts, feelings, beliefs, content, shared.	Respectful, kind, boundaries, shared, offline, online, support, inappropriate, worried, sharer, privately, unintended, audience.

Sticky Knowledge	Using technology to connect with strangers can be risky. You have the right to say 'no'. Think before you share things online. Ask permission before sharing something about someone else online.	For safe and fun online experiences protect your personal information. Being respectful online means treating others with kindness. Your posts might affect other people's feelings, beliefs or values.	Sharing online can have positive and negative impacts. Private things shared online can spread unexpectedly. Taking or sharing inappropriate images, even with permission can have serious consequences for everyone involved.
Online Bullying	Year 1 Cycle A Spring 1	Year 3 Cycle A Spring 1	Year 5 Cycle A Spring 1
Objective	To describe how to behave online in ways that do not upset others and can give examples.	To describe appropriate ways to behave towards other people online and why this is important. To give examples of how bullying behaviour could appear online and how someone can get support.	To recognise online bullying can be different to bullying in the physical world and can describe some of those differences. To describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. To explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. To identify a range of ways to report concerns and access support both in school and at home about online bullying. To explain how to block abusive users. To describe the helpline services which can help people experiencing bullying,

			and how to access them (e.g. Childline or The Mix).
Vocabulary	Online, upset, behave, feelings, kind.	Online, upset, behave, feelings, kind, bullying, report.	Online, upset, behave, feelings, kind, bullying, report, block, abuse, helpline, services, trusted adult, support.
Sticky Knowledge	Our behaviour online can upset others.	Our behaviour online can upset others. Bullying online can look like mean comments or exclusion.	Online bullying is different from physical bullying. Playful teasing can feel like bullying to others. Online bullying can be reported in different ways. Block abusive users to stay safe. Helplines offer support for bullying.
Online Bullying	Year 2 Cycle B Spring 1	Year 4 Cycle B Spring 1	Year 6 Cycle B Spring 1
Objective	To explain what bullying is, how people may bully others and how bullying can make someone feel. To explain why anyone who experiences bullying is not to blame. To discuss how anyone experiencing bullying can get help.	To recognise when someone is upset, hurt or angry online. To describe ways people can be bullied through a range of media (e.g. image, video, text, chat). To explain why people, need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	To describe how to capture bullying content as evidence (e.g screen grab, URL, profile) to share with others who can help me. To explain how someone would report online bullying in different contexts.
Vocabulary	Bullying, feelings, victim, help, support.	Bullying, feelings, victim, help, support, report, content.	Bullying, feelings, victim, help, support, report, content.
Sticky Knowledge	Victims of online bullying can get support.	Content posted online can cause harm to others.	Content posted online can cause harm to others.

	Bullying is hurtful behaviour that can make someone feel bad. Experiencing bullying is never your fault.	Bullying can happen through text, images or videos.	Online bullying can be reported. Evidence can be gathered for online bullying.
Managing Online Information	Year 1 Cycle A Spring 2	Year 3 Cycle A Spring 2	Year 5 Cycle A Spring 2
Objective	To give simple examples of how to find information using digital technologies (e.g. search engines, voice activated searching).	To demonstrate how to use key phrases in search engines to gather accurate information online. To explain what autocomplete is and how to choose the best suggestion. To explain how the internet can be used to sell and buy things. To explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online (e.g. in videos, memes, posts, news stories etc). To explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). To describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	To explain the benefits and limitations of using different types of search technologies (e.g. voice-activation search engine). To explain how some technology can limit the information I am presented with (e.g. voice-activated searching giving one result). To explain what is meant by 'being sceptical'; give examples of when and why it is important to be 'sceptical'. To evaluate digital content and can explain how to make choices about what is trustworthy (e.g. differentiating between adverts and search results). To explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. To identify ways the internet can draw us to information for different agendas, (e.g. website notifications, pop-ups, targeted ads).

			<p>To describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>To explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>To describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>To explain what is meant by a 'hoax'.</p> <p>To explain why someone would need to think carefully before they share.</p>
Vocabulary	Search engine, voice activated, information, digital.	Search engine, voice activated, information, digital, accurate, autocomplete, sell, buy, belief, opinion, fact, true, fair, content, trusted adult.	Search engine, voice activated, information, digital, accurate, autocomplete, sell, buy, belief, opinion, fact, true, fair, content, trusted adult, fake news, hoax, share, stereotypes, vloggers, content creator, influencer, sponsored, boosted, pop-ups, targeted, ads.
Sticky Knowledge	A search engine can be used to find information. There are several different types of search engine.	Key phrases can narrow down search engines results. Autocomplete can be used to complete a search term.	Search engines can produce limited results. A hoax is a deception. Online content can be sponsored.

		<p>The internet can be used to buy and sell items.</p> <p>Know the difference between beliefs, opinions and facts.</p> <p>Not all opinions are true or fair.</p>	<p>Technology can limit the information you see.</p> <p>Being sceptical means questioning what you see.</p> <p>Stereotypes are unfair and can be reinforced online.</p>
Managing Online Information	Year 2 Cycle B Spring 2	Year 4 Cycle B Spring 2	Year 6 Cycle B Spring 2
Objective	<p>To use simple keywords in search engines.</p> <p>To demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>To explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>To explain why some information I find online may not be real or true.</p>	<p>To analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>To 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.</p> <p>To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>To explain that technology can be designed to act like or impersonate</p>	<p>To explain how search engines work and how results are selected and ranked. Explain how to use search technologies effectively.</p> <p>To describe how some online information can be opinion and can offer examples.</p> <p>To explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p> <p>To understand the concept of persuasive design and how it can be used to influence people's choices.</p>

		<p>living things (e.g. bots) and describe what the benefits and the risks might be.</p> <p>To explain what is meant by fake news (e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't).</p>	<p>To demonstrate how to analyse and evaluate the validity of 'facts' and information and explain why using these strategies are important.</p> <p>To explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>To describe the difference between online misinformation and disinformation.</p> <p>To explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>To identify, flag and report inappropriate content.</p>
Vocabulary	Search engine, voice activated, information, digital, fake news, real, fake, webpage, navigate, mouse, cursor, keywords.	Search engine, voice activated, information, digital, accurate, autocomplete, sell, buy, belief, opinion, fact, true, fair, content, trusted adult, fake news, hoax, share, stereotypes, vloggers, content creator, influencer, sponsored, boosted, pop-ups, targeted, ads.	Search engine, voice activated, information, digital, accurate, autocomplete, sell, buy, belief, opinion, fact, true, fair, content, trusted adult, fake news, hoax, share, stereotypes, vloggers, content creator, influencer, sponsored, boosted, pop-ups, targeted, ads, identify, flag, report, inappropriate content, misinformation, disinformation, influence, manipulation,
Sticky Knowledge	A search engine can be used to find information.	The internet can be used to buy and sell items.	A search engine has ranked results based on relevance.

	<p>There are several different types of search engine.</p> <p>Webpages can be navigated with the mouse and cursor.</p> <p>Voice-activated searching uses virtual assistants.</p> <p>Not all online information is true.</p>	<p>Information online is not always factual.</p> <p>Technology can be used in place of humans.</p> <p>Technology can impersonate living things.</p> <p>Fake news involves misleading information</p> <p>Popularity of opinions doesn't make them true.</p>	<p>Online information can be opinions not just facts.</p> <p>Inappropriate content can be flagged and reported.</p> <p>Persuasive design influences choices.</p>
Privacy & Security	Year 1 Summer 1 Cycle A	Year 3 Summer 1 Cycle A	Year 5 Summer 1 Cycle A
Objective	<p>To explain that passwords are used to protect information, accounts and devices.</p> <p>To recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p> <p>To explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>To give reasons why someone should only share information with people they choose to and can trust. Explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>To describe how connected devices can collect and share anyone's information with others.</p> <p>To describe simple strategies for creating and keeping passwords private.</p>	<p>To explain what a strong password is and demonstrate how to create one.</p> <p>To explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>To explain what app permissions are and can give some examples.</p>
Vocabulary	<p>Passwords, protect, information, personal, important, trusted adult, sharing, online.</p>	<p>Passwords, protect, information, personal, important, trusted adult, sharing, online, private, collect, share.</p>	<p>Passwords, protect, information, personal, important, trusted adult, sharing, online, private, collect, share, strong, app permissions.</p>

Sticky Knowledge	<p>Passwords can be used to protect information and accounts. Personal information can include where you live, where you go to school and family names.</p>	<p>Passwords can be used to protect information and accounts. Devices can be connected to the internet. The internet is not private. Online services ask permission to store personal information. Connected devices can share your information.</p>	<p>Passwords can be used to protect information and accounts. Apps ask permission to access and store personal information.</p>
Privacy & Security	Year 2 Summer 1 Cycle B	Year 4 Summer 1 Cycle B	Year 6 Summer 1 Cycle B
Objective	<p>To explain how passwords can be used to protect information, accounts and devices. To explain and give examples of what is meant by ‘private’ and ‘keeping things private’. To describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). To explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>To describe strategies for keeping personal information private, depending on context. To explain that internet use is never fully private and is monitored, (e.g. adult supervision). To describe how some online services may seek consent to store information about me; I know how to respond appropriately and who ask if I am not sure. To describe the digital age of consent and the impact this has on online services asking for consent.</p>	<p>To describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). To explain what to do if a password is shared, lost or stolen. To describe how and why people should keep their software and apps up to date, (e.g. auto updates). To describe simple ways to increase privacy on apps and services that provide privacy settings. To describe ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g. scams, phishing).</p>

			To discuss that online services have terms and conditions that govern their use.
Vocabulary	Passwords, protect, information, personal, important, trusted adult, sharing, online.	Passwords, protect, information, personal, important, trusted adult, sharing, online, private, collect, share.	Passwords, protect, information, personal, important, trusted adult, sharing, online, private, collect, share, strong, app permissions.
Sticky Knowledge	Passwords can be used to protect information and accounts. Devices at home can be connected to the internet.	Passwords can be used to protect information and accounts. Devices can be connected to the internet. The internet is not private. Online services ask permission to store personal information. Internet use is monitored and not fully private. The digital age of consent is the age at which individuals can legally consent to their data being collected online.	Passwords can be used to protect information and accounts. Online services ask permission to store personal information. Software and apps can be updated. Online services have terms and conditions. Privacy settings on apps can be adjusted.
Copyright & Ownership	Year 1 Summer 2 Cycle A	Year 3 Summer 2 Cycle A	Year 5 Summer 2 Cycle A
Objective	To explain why the work, I create using technology belongs to me. To explain why it belongs to me (e.g. 'I designed it' or 'I filmed it'). To be able to save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).	To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	To assess and justify when it is acceptable to use the work of others. To give examples of content that is permitted to be reused and know how this content can be found online.

	To understand that work created by others does not belong to me even if I save a copy.		
Vocabulary	Technology, create, belongs, title, suitable, name, filename, content.	Technology, create, belongs, content, problems, permission, copying.	Technology, create, belongs, content, problems, permission, copying, permitted, reused.
Sticky Knowledge	Files can be saved with a name. My work created with technology belongs to me. Work created by others does not belong to me.	Work can be copied without permission.	Work can be copied with permission. Content can be reused and permission can be given.
Copyright & Ownership	Year 2 Summer 2 Cycle B	Year 4 Summer 2 Cycle B	Year 6 Summer 2 Cycle B
Objective	To recognise that content on the internet may belong to other people. To describe why other people's work belongs to them	To understand that when searching on the internet for content to use, I need to consider who owns it and whether I have the right to reuse it. To give some simple examples of content which I must not use without permission from the owner, (e.g. videos, music, images).	To demonstrate the use of search tools to find and access online content which can be reused by others. To demonstrate how to make references to and acknowledge sources I have used from the internet.
Vocabulary	Technology, create, belong, content, permission.	Technology, create, belongs, content, problems, permission, copying, music, images, videos, reuse.	Technology, create, belongs, content, problems, permission, copying, music, images, videos, reuse, search tools, online content, references, sources.
Sticky Knowledge	Content on the internet belongs to other people.	Work can be copied without permission. Permission needs to be given for use of videos, music and images.	References are used to acknowledge sources from the internet.

			Search tools and filters can be used to find online content that is permitted for reuse by others.
--	--	--	--