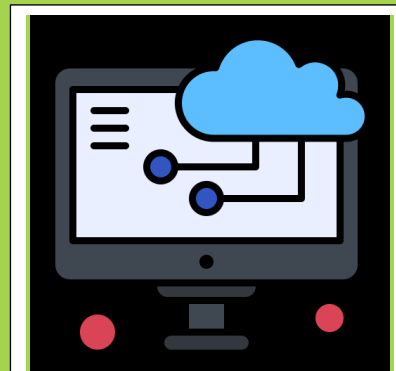


Computing

Curriculum Overview
and
Progression Mapping



Upper
Wharfedale
Primary
Federation



Introduction

At the heart of our Primary Computing curriculum shines the guiding light of our federation vision: *“Be the Light”* (Matthew 5:14). We believe every child is naturally curious and capable of shining in the digital world. Through Computing, we nurture this light by helping children explore technology with confidence, creativity, and care.

Computing at primary school is about much more than using devices. It supports children to develop problem-solving skills, logical thinking, and perseverance through activities such as programming, digital creativity, and learning how computers work. Our curriculum encourages children to ask questions, try new ideas, and learn from mistakes, building resilience and a sense of achievement.

Our core values, Love, Thankfulness, Trust, Forgiveness, and Kindness, are embedded throughout our Computing lessons. They shape how children work together, support one another, and stay safe online. By living out these values, our pupils learn to *‘be the light’* in the digital world using technology responsibly, treating others with respect, and growing into thoughtful, confident digital citizens.

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Intent Statement

Our Computing curriculum is a gateway to creativity and discovery. It is designed to spark and sustain a deep curiosity about the digital world, its systems, possibilities, and tools, and to nurture a lifelong fascination with how technology shapes our lives. We want our children to become explorers of knowledge, developing a rich understanding of computing concepts and practical skills that connect their learning to the wider world.

As children journey through our curriculum, they build a layered understanding of how digital systems operate, how information can be collected, analysed, and communicated, and how technology can be used responsibly to solve problems and create. They learn not only to use technology, but also to understand it, recognising their role as thoughtful digital citizens and discovering how their actions online can have a positive impact.

With our federation teaching Computing to Key Stage Two children on our shared federation working day, we are uniquely placed to provide consistent, high-quality opportunities for skill development. Our curriculum embraces creativity, problem-solving, and collaboration, offering hands-on experiences through coding, digital art, data handling, and safe online exploration. Through these experiences, children develop confidence, independence, and resilience, as well as a strong sense of identity as capable and ethical technology users.

We also empower pupils to become confident communicators of computing knowledge. Whether through coding projects, digital presentations, online collaboration, or explaining algorithms, they learn to express their ideas clearly, thoughtfully, and with purpose.

Through high-quality teaching, we cultivate the essential characteristics of young digital learners. They develop a strong foundation in digital skills and know how to use technology effectively and safely. They understand how technology connects people, ideas, and information across the world. They acquire a rich computing vocabulary and knowledge base. They develop fluency in problem-solving and logical thinking with enquiry and debugging skills. They are able to evaluate, explain, and improve digital solutions with clarity. They gain confidence in using a range of software, applications, and tools creatively and responsibly. They develop awareness of online safety, digital ethics, and responsible use of technology. They cultivate a genuine passion for computing and a lasting curiosity about the digital world and its possibilities.

Our aim is simple. We want to inspire children to see technology not just as it is, but as it could be, and to equip them with the knowledge, skills, and values to help shape a brighter, innovative, and responsible digital future.

Implementation

At The Upper Wharfedale Primary Federation, our Computing curriculum, which uses Purple Mash, is carefully structured to ensure clear skills progression from the Early Years Foundation Stage through to Key Stage Two.

In the Early Years Foundation Stage, children begin by exploring technology in a hands-on and playful way. They use digital devices, simple programming toys, and interactive tools to develop curiosity, basic problem-solving, and confidence with technology. They are introduced to simple concepts such as taking photographs, using age-appropriate software, and understanding that technology can help them create and communicate.

In Key Stage One, children build on these early experiences by developing foundational digital skills. They learn to use computing devices and software with increasing independence, explore basic coding concepts, collect and organise information, and begin to understand the importance of staying safe online. These activities support creativity, logical thinking, and digital responsibility.

In Key Stage Two, children extend their skills in a structured and progressive way. They develop deeper understanding in areas such as coding, digital creativity, data handling, and online safety. They revisit and practise previous skills, apply them in more complex projects, and begin to evaluate and improve their work. Teaching on our federation working day ensures that all pupils experience a consistent curriculum, building confidently on prior learning each year, while developing the skills and knowledge needed to become responsible and capable digital citizens.

Impact

Through our Computing curriculum, pupils develop confidence, independence, and a genuine enthusiasm for the digital world. They gain a deep understanding of how technology works, learn to solve problems logically, and use digital tools creatively and effectively.

Children demonstrate progression in key skills year on year. They build resilience and confidence when tackling challenges. They are able to evaluate digital content, design and code solutions, communicate ideas, and work collaboratively. They develop a strong understanding of online safety and are able to make responsible choices, managing their digital footprint and protecting themselves and others in the online environment.

Our approach ensures that children are not only competent users of technology but also thoughtful, ethical, and responsible digital citizens. By the end of Key Stage Two, pupils leave our federation with the knowledge, skills, and values to be the light in the digital world. They use technology creatively, safely, and purposefully and are ready to thrive in the next stage of their education.

SMSC and British Values in Our Computing Curriculum

Spiritual Development Through Computing

Computing contributes meaningfully to pupils' spiritual development by encouraging reflection on how technology shapes our lives and the ways in which we interact with the world. Pupils are invited to consider their own creativity, problem-solving, and sense of responsibility while exploring how digital tools can be used ethically and purposefully. This develops curiosity, resilience, and a sense of wonder about the possibilities of technology, helping children to reflect on the impact of their actions in both the digital and real world.

Moral Development Through Computing

Computing supports pupils' moral development by fostering an understanding of right and wrong in the online environment. Children learn to make responsible choices, respect others' work and ideas, and consider the consequences of their digital actions. It helps them develop integrity, honesty, and a strong sense of responsibility when using technology.

Social Development Through Computing

Computing enriches pupils' social development by promoting collaboration, communication, and teamwork. Through shared projects, problem-solving tasks, and online collaboration, pupils learn to listen to, support, and learn from one another, building confidence, empathy, and respect for different perspectives.

Cultural Development Through Computing

Computing also contributes to cultural development by exposing pupils to global technology, coding, and digital creativity. Pupils explore how digital tools are used in different countries and communities, gaining an appreciation for cultural diversity, innovation, and the ways technology can connect people and ideas across the world.

British Values

Computing helps pupils understand British values by promoting democracy, the rule of law, individual liberty, and mutual respect. Children learn to make decisions, work collaboratively, and understand the rules of using technology safely and responsibly. They develop confidence in making choices, respect for others' ideas, and awareness of how their actions online affect themselves and the wider community. Computing supports pupils to become thoughtful, responsible, and ethical digital citizens.

Computing beyond the Curriculum

At The Upper Wharfedale Primary Federation, the skills and knowledge children develop in Computing are not confined to Computing lessons. Pupils regularly apply their digital skills across all areas of the curriculum, enhancing their learning in subjects such as English, Mathematics, Science, Geography, and Art. They use technology to research, present ideas, collect and analyse data, and communicate their learning in creative ways.

Beyond academic subjects, Computing equips children with skills for everyday life and the wider world. Pupils learn to use technology safely and responsibly, manage information, and solve problems independently. They develop digital resilience and confidence, preparing them to navigate online environments thoughtfully and ethically.

By embedding Computing across learning and encouraging its use in practical contexts, we ensure children see technology as a powerful tool for creativity, collaboration, and problem-solving. This approach helps them recognise the relevance of their digital skills, fostering lifelong learning and preparing them to thrive in an increasingly digital society.

Skills Progression

At The Upper Wharfedale Primary Federation, our Computing curriculum ensures clear skills progression from the Early Years Foundation Stage to Key Stage Two. In EYFS, children explore technology through play, developing curiosity, basic problem-solving, and confidence with digital tools. In Key Stage One, they build on these foundations by using devices and software independently, exploring simple coding, collecting information, and learning to stay safe online. In Key Stage Two, pupils develop these skills further through coding, digital creativity, data handling, and online safety, revisiting and applying prior learning in increasingly complex projects. This approach ensures all children build knowledge and skills year on year, becoming responsible, capable, and confident digital citizens.

COMPUTING Key learning objectives	By the end of Year 2	By the end of Year 4	By the end of Year 6
Prior knowledge	Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.	Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KSI.	Building on LKS2 work, children begin to look at new software, creating 3D models and learning how to orbit, zoom and develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.
Multimedia Text and Images	<p>KS1 Computing National Curriculum Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>MTI 1 children can add text strings, text boxes and show and hide objects and images, manipulating the features;</p>	<p>KS2 Computing National Curriculum Children understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration. They select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,</p>	<p>KS2 Computing National Curriculum Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

	<p>MTI2 children can use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;</p> <p>MTI 3 children can use applications and devices in order to communicate ideas, work, messages and demonstrate control;</p> <p>MTI4 children can save, retrieve and organise work;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>	<p>including collecting, analysing, evaluating and presenting data and information</p> <p>MTI 1 children can create different effects with different technological tools, demonstrating control;</p> <p>MTI 2 children can use appropriate keyboard commands to amend text on a device;</p> <p>MTI3 children can use applications and devices in order to communicate ideas, work, and messages;</p> <p>MTI4 save, retrieve and evaluate work, making amendments;</p> <p>MTI 5 children can insert a picture/text/graph/hyperlink from the internet or a personal file;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.</p>	<p>MTI 1 children can use the skills already developed to create content using unfamiliar technology;</p> <p>MTI 2 children can select, use and combine the appropriate technology tools to create effect;</p> <p>MTI 3 children can save their work;</p> <p>MTI 4 children can save, retrieve and evaluate their work, making amendments;</p> <p>MTI 5 children can insert a picture/text/graph/hyperlink from the internet or personal file;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.</p>
<p>Prior Knowledge</p>	<p>Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.</p>	<p>Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.</p>	<p>Children begin to look more into multimedia broadcasting, learning new skills including recording jingles, podcasts and narration. They become more confident in post-production with editing, trimming and refining their work based on plans they have made.</p>
<p>Multimedia Sound and Motion</p>	<p>KS1 Computing National Curriculum Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children can:</p> <p>MSM1 use software to record sounds;</p> <p>MSM2 change sounds recorded;</p> <p>MSM3 save, retrieve and organise work;</p>	<p>KS2 Computing National Curriculum Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Children can:</p> <p>MSM1 use software to record, create and edit sounds and capture still images;</p> <p>MSM2 change recorded sounds, volume, duration</p>	<p>KS2 Computing National Curriculum Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Children can:</p> <p>MSM1 - collect audio from a variety of resources including own recordings and internet clips;</p> <p>MSM2 - use a digital device to record sounds and present audio;</p>

	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound.</p>	<p>and pauses;</p> <p>MSM3 use software to capture video for a purpose;</p> <p>MSM4 crop and arrange clips to create a short film;</p> <p>MSM5 plan an animation and move items within each animation for playback;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.</p>	<p>MSM3 - trim, arrange and edit audio levels to improve quality;</p> <p>MSM4 - publish their animation and use a movie editing package to edit/refine and add titles;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.</p>
<p>Prior knowledge</p>		<p>Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.</p>	<p>Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.</p>

<p>Handling Data</p>		<p>KS2 Computing National Curriculum Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Children can: HD1 - talk about the different ways data can be organised;</p> <p>HD2 - sort and organize information to use in other ways;</p> <p>HD3 - search a ready-made database to answer questions;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table.</p>	<p>KS2 Computing National Curriculum Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Children can: HD1 - construct data on the most appropriate application;</p> <p>HD2 - know how to interpret data, including spotting inaccurate data and comparing data;</p> <p>HD2 - use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets;</p> <p>HD4 - add data to an existing database;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p>
<p>Prior knowledge</p>	<p>Children begin to make links to how they use technology outside of the classroom. They begin to think about the benefits of using technology in their lives, making links to learning about online safety.</p>	<p>Children refer to online safety rules when discussing technology in their lives. They are able to navigate between websites and use safe search terms on trusted search engines. They become more confident in using email for communication, including attaching and saving files from emails.</p>	<p>Children can use safe search terms on trusted search engines, and evaluate websites based on layout and information. They become more confident in understanding Google rankings, adverts and the reliability of websites.</p>
<p>Technology in Our Lives</p>	<p>KS1 Computing National Curriculum Children recognise common uses of technology beyond school. They use technology safely and respectfully, keeping personal information private;</p>	<p>KS2 Computing National Curriculum Children understand computer networks, including the internet; how they can provide multiple services, such as the world wide web,</p>	<p>KS2 Computing National Curriculum Children understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities</p>

	<p>they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Children can:</p> <p>TIOL1 - recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;</p> <p>TIOL2 - use links to websites to find information;</p> <p>TIOL3 - recognise age-appropriate websites;</p> <p>TIOL4 - use safe search filters;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.</p>	<p>and the opportunities they offer for communication and collaboration. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.</p> <p>Children can:</p> <p>TIOL1 - explain ways to communicate with others online;</p> <p>TIOL2 - describe the world wide web as the part of the internet that contains websites;</p> <p>TIOL3 - add websites to a favourites list;</p> <p>TIOL4 - use search tools to find and use an appropriate website and content;</p> <p>TIOL5 - use strategies to improve results when searching online;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.</p>	<p>they offer for communication and collaboration. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.</p> <p>Children can:</p> <p>TIOL1 - search for information using appropriate websites and advanced search functions within Google;</p> <p>TIOL2 - use strategies to check the reliability of information (cross-check with another source such as books);</p> <p>TIOL3 - talk about the way search results are selected and ranked;</p> <p>TIOL4 - check the reliability of a website, including the photos on site;</p> <p>TIOL5 - tell you about copyright and acknowledge the sources of information;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p>
Prior Knowledge	<p>Children begin to understand their influence on technology by developing their programming skills to determine output. They begin to understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute. They begin to explore debugging, predicting when codes may not work and changing them.</p>	<p>Children build on their programming skills by solving problems and programming commands to achieve a specific outcome. They begin to write programs, explain algorithms and identify errors in their work.</p>	<p>Children build on their programming skills by using new systems such as a flowchart. They continue to break down problems and create algorithms to solve them. They are able to explain the outcome of an algorithm with confidence and accuracy.</p>
Coding and Programming	<p>KS1 Computing National Curriculum Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by</p>	<p>KS2 Computing National Curriculum Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve</p>	<p>KS2 Computing National Curriculum Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by</p>

	<p>following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p> <p>Children can:</p> <p>CPI - give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</p> <p>CP2 - control the nature of events: repeat, loops, single events and add and delete features;</p> <p>CP3 - give a set of instructions to follow and predict what will happen;</p> <p>CP4 - improve/change their sequence of commands by debugging;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>	<p>problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Children can:</p> <p>CPI - logical thinking to solve an open-ended problem by breaking it up into smaller parts;</p> <p>CP2 - write a program, putting commands into a sequence to achieve a specific outcome;</p> <p>CP3 - give a set of instructions to follow and predict what will happen;</p> <p>CP4 - keep testing a program and recognise when it needs to be debugged;</p> <p>CP5 - use variables to create an effect, e.g. repetition, if, when, loop;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	<p>decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Children can:</p> <p>CPI - use external triggers and infinite loops to demonstrate control;</p> <p>CP2 - follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols;</p> <p>CP3 - use conditional statements and edit variables;</p> <p>CP4 - decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</p> <p>CP5 - keep testing a program and recognise when it needs to be debugged;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>
Prior Knowledge	<p>Children begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the internet and decide what to do next.</p>	<p>Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation.</p>	<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs.</p>
Online Safety	<p>KS1 Computing National Curriculum Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>KS2 Computing National Curriculum Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p>	<p>KS2 Computing National Curriculum Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Children can:</p>

	<p>Children can:</p> <p>OS1 - identify what things count as personal information;</p> <p>OS2 - identify what is appropriate and inappropriate behaviour on the internet;</p> <p>OS3 - agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</p> <p>OS4 - seek help from an adult when they see something that is unexpected or worrying;</p> <p>OS5 - demonstrate how to safely open and close applications and log on and log off from websites;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p>	<p>OS1 - reflect on their own digital footprint and behaviour online;</p> <p>OS2 - identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying;</p> <p>OS3 - agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</p> <p>OS4 - seek help from an adult when they see something that is unexpected or worrying;</p> <p>OS5 - demonstrate understanding of age-appropriate websites and adverts;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p>	<p>protect their password and other personal information; OS1 - be a good online citizen and friend;</p> <p>OS2 - judge what sort of privacy settings might be relevant to reducing different risks;</p> <p>OS3 - seek help from an adult when they see something that is unexpected or worrying;</p> <p>OS4 - discuss scenarios involving online risk;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>
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