

Y3	How do I use technology safely?	How do you write a sequenced programme?	How do you use search technologies?	How do I recognise unacceptable behaviour online?	How do I communicate safely online?	How do I report concerns about content and contact?
	<p>Online safety GP scenario 1: Understand what to do if someone asks to be my friend online</p> <p>GP Scenario 2: Understand what makes a strong password and that it shouldn't be shared with friends</p> <p>Creating algorithms- block coding</p>	<p>Creating algorithms - hour of code</p> <p>Creating inputs/outputs in algorithms</p> <p>Programming an object to react to its environment</p> <p>GB Scenario 3: Understand that I should be careful when receiving emails that ask me to enter my personal online information</p>	<p>Safer internet day</p> <p>Collect and present information.</p> <p>Use search technologies.</p> <p>Online safety GP Scenario 4: posting photos online</p>	<p>Understanding and using technology safely Use search technologies.</p> <p>GP Scenario 5: Understand what geotagging</p> <p>GP Scenario 6: Understand what photo tagging is and what to do when someone tags me in a photo I do not want others to see.</p> <p>GP Scenario 7: Understand how to identify and respond positively to online bullying</p>	<p>GP Scenario 8: Understand how to communicate safely and sensibly online using chat rooms</p> <p>How can I apply my skills to create content?</p> <p>Design and create content.</p> <p>Use a variety of software to accomplish given goals. (Inc. green screen)</p>	<p>GP Scenario 9: Understand the risk of meeting people we chat with online, in real life.</p> <p>GP Scenario 10: Understand how to deal with phishing message</p> <p>Understanding and using technology safely, respectfully and responsibly.</p> <p>Use my knowledge of software to show my learning.</p>
	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:
Y4	How can we protect our digital footprint?	How do I know what is trustworthy?	How can I be a responsible online user?	What is copyright?	How can we use apps safely?	What makes a password secure?
	<ul style="list-style-type: none"> ● Online safety rules ● Digital footprint (GP 1) ● Cookies 	<ul style="list-style-type: none"> ● Clickjacking ● Clickbait (GP 2) ● Using a webcam safely (GP 3) ● Use code to design and create. 	<ul style="list-style-type: none"> ● IP addresses ● How to behave online (GP 4) ● Copyright 	<ul style="list-style-type: none"> ● Copyright ● Gaming online (GP 5) 	<ul style="list-style-type: none"> ● Safe use of apps (GP 8) ● App permissions 	<ul style="list-style-type: none"> ● Strong passwords (GP 10) ● Selfies (GP 9)

	<ul style="list-style-type: none"> Using a program 		<ul style="list-style-type: none"> Using media online (GP 6) Safer internet day 	<ul style="list-style-type: none"> Downloading music safely (GP 7) Reliable research Graphic novels 	<ul style="list-style-type: none"> Data and information Collecting data 	<ul style="list-style-type: none"> Collecting, present and analyse data
	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:
Y5	How can I stay safe online?	How can I programme a game?	What is the best way to present my data?	How can I use a range of media to tell a story?	How do computers communicate with each other?	What are the signs of fake online profiles?
	Being responsible online How to report concerns and respond safely to contact from new people online. (GP 1) How to recognise and respond safely to junk email. (GP 2) Understand how connected devices share our information (GP 3)	Debug and write algorithms including variables Design and create a game using block coding	Collect and present data e.g. using Excel How to respond to extreme, tempting or emotional promises. (GP4)	Storyboard and create an animation Sharing of appropriate content (GP5) Recognise and respond to online bullying (GP 6)	Understand computer networks and binary code Understand the impact of our online choices. (GP7) Understand how to respond safely to tempting emails and online offers. (GP8)	Understand how to spot a fake online profile. (GP9) Understand what gambling is and what its risk / consequences can be. (GP10)
	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:	Cross curricular links:
Y6	How do I create a program?	What is sequence, selection and repetition?	How does a network work?	How can we use networks to improve our work?	How can we find the best information online?	How can we collect, analyse and present data using ICT?
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Understand how external computer networks can provide multiple services, such as the World Wide Web	Understand the opportunities networks offer for communication and collaboration Understand how	Use search technologies effectively, appreciate how results are selected and ranked, and be	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and

	<p>problems by decomposing them into smaller parts</p> <p>Understand the school online safety rules.</p> <p>GP 1: avoid and respond safely to problems online.</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>GP 2: Digital footprint</p> <p>GP 3: unacceptable digit content and how to respond.</p>	<p>Safer internet day</p> <p>GP 4: Share safely and responsibly</p> <p>GP5:Online grooming</p>	<p>monitoring and filtering tools are used on the school network</p> <p>GP 6: streaming, downloading and uploading.</p> <p>GP 7: secure passwords.</p>	<p>discerning in evaluating digital content</p> <p>GP 8: Understand what is meant by making and sharing inappropriate images.</p> <p>GP 9: screen time and health.</p>	<p>create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>GP 10: Understand how to recognise the signs of grooming and how to respond safely.</p> <p>GP 11: risks of sharing and posting online.</p>
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