

## Computing Progression

Key Stage 1 Subject Content	Year 1 Knowledge/Skills	Year 2 Knowledge/Skills	Relevant Unit	YR Grp
<ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p>Instructions include 'forwards' 'backwards' 'turn left' 'turn right'. Instructions are called algorithms. A programmable toy can be controlled with instructions. Algorithms can be record, e.g. ↑1 or FD1. Debug means to find and remove mistakes.</p> <p><b>Skills</b> I can develop and record sequences of instructions as an algorithm I can program the toy to follow an algorithm I can debug programs I can predict how the program will work</p>	<p>Algorithms are a sequence of instructions. Floor turtles use algorithms. Predictions can be made. Algorithms have to be planned. A screen sprite follows algorithms. Debug means to find and remove mistakes from algorithms.</p> <p><b>Skills</b> I can plan algorithms I can use algorithms on floor turtles I can use algorithms as programs on a screen sprite I can debug programs</p>	<p>1.1 We are Treasure Hunters</p> <p>2.1 We are Astronauts</p>	<p>Year 1</p> <p>Year 2</p>
<ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p>Cameras/tablets record actions and sounds. Video clips need to be in the right order.</p> <p>The web can be used safely to find pictures. Painting tools can be used to make pictures. Work can be saved, retrieved and changed. The undo button deletes the last thing.</p> <p>Illustration is a picture or a drawing. Clip art are simple illustrations. Pictures on the web shouldn't be copied without asking.</p> <p>A keyboard, mouse and microphone put information into a computer. Speakers or headphones are get information out of a computer. To record clearly, stand away from the microphone and speak loudly.</p> <p>The 'home' keys are A, S, D, F and J, K, L and ; Hold down the Shift key and tap the letter key for a capital letter. An E-card is an electronic postcard or greeting card. Formatting the text means to change how it looks. 'Save' will save over the top of any work done before. 'Save As' will save their work as a new file. Copyright is a law. Text and images can be combined.</p> <p><b>Skills</b> I can use a paint program to create an illustration I can edit an image I can combine multiple illustrations into a single document I can export a document in a portable format</p> <p>I can plan and rehearse sound effects and dialogue I can record sound effects using digital software directly to a computer I can retrieve previously saved work</p> <p>I can enter text for a card I can find appropriate images I can combine text and an image I can save and load files</p> <p>I can use different features of a video camera</p>	<p>Information can be found out by:</p> <ul style="list-style-type: none"> <li>talking to people</li> <li>reading books</li> <li>searching the web. Searching</li> </ul> <p>URL is the web page address. Google lists pages containing the search keywords. Information on Wikipedia is written and edited by normal people. Powerpoints present information.</p> <p>Three essentials good images: focused, steady and well lit. Photographs can be edited in different ways:</p> <ul style="list-style-type: none"> <li>Cropped</li> <li>Straightened</li> <li>Colour</li> </ul> <p>Database is lots of information in a computer.</p> <p>Photos are imported onto a computer. Pictures can be edited by changing the colour and brightness. Tally charts can be changed into bar charts/pictograms. The undo button reverses changes.</p> <p><b>Skills</b> I can locate information from one or more relevant website I can search for information using a custom search</p> <p>I can use a digital camera or camera app I can take digital photographs I can review and reject the images taken I can edit and enhance photographs I can select the best image</p> <p>I can take a digital photograph I can import photos to a computer I can create charts to show the collected data I can explore Google Maps to find a familiar location</p>	<p>1.2 We are TV Chefs 1.3 We are Painters 1.4 We are collectors 1.5 We are storytellers 1.6 We are celebrating</p> <p>2.3 We are Photographers 2.4 We are researchers 2.6 We are Zoologists</p>	<p>Year 1</p> <p>Year 2</p>

	<p>I can use a video camera to capture moving images I can use iMovie/WeVideo to import and edit</p> <p>I can search for images using online galleries I can copy an image from the web and paste it into a presentation I can organise images into groups</p>			
<ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> </ul>	<p>An e-book is a book read on a computer An audiobook is a recording of a book or other work being read out loud. Audio books and printed books are two different ways of showing the same book. An E-card is an electronic postcard or greeting card.</p>	Digital cameras, tablets and smartphones can be used to take photos.	<p>1.2 We are Painters 1.5 We are storytellers 1.6 We are celebrating 2.3 We are Photographers</p>	
<ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p>There are different methods of communication, e.g. email, online forums Emails should only be opened from a known source Personal information should not be shared online</p> <p>Skills I follow the school's safer internet rules (1.1-1.6) I use the search engines agreed by the school (1.3/1.4) I know why to do if I find something inappropriate online (1.3) I use a password to access the secure network (1.1-1.6)</p>	<p>There are different methods of communication, e.g. email, online forums (2.5) Emails should only be opened from a known source (2.5) Pop ups navigate away from the website (2.4) Bookmarking can be used to find safe sites again (2.4) Personal information should not be shared online (2.1-2.6)</p> <p>Skills I follow the school's safer internet rules (2.1-2.6) I use the search engines agreed by the school (2.4) I know why to do if I find something inappropriate online (2.4) I use a password to access the secure network (2.1-2.6)</p>	All	<p>Year 1 Year 2</p>

Key Stage 2 Subject Content	Year 3 Knowledge /skills	Year 4 Knowledge / skills	Year 5 Knowledge /skills	Year 6 Knowledge /skills	Relevant Unit	Year group
<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	<p>A good animation has:</p> <ul style="list-style-type: none"> <li>Bright colours</li> <li>Fun characters</li> <li>Short and snappy</li> <li>Actions</li> <li>Music and sounds</li> </ul> <p>A storyboard breaks down what happens in the animation into smaller chunks. 'Sprite' is an object that can be moved in Scratch. Images on a computer are made up of tiny blocks called pixels. A script is a program or sequence of instructions. To make the scripts run you must by click the green flag. Sounds tab records dialogue or sound effects using a microphone. Animations can be published.</p> <p>Algorithm: precise step-by-step guide to solve a problem or achieve a particular objective. Errors can be fixed in algorithms. A 'bug' is a mistake or fault that keeps something from working properly. In modern computers, several things can be happening at once, and that sometimes this can cause problems.</p>	<p>Debugging means to find and remove mistakes. A variable is a particular bit of the computer's memory that holds a specific bit of data. Educational games use repetition of questions. Scripts are debugged. To make games appealing, graphics, sound and interaction must be engaging. Good games have progression, challenge, interaction and context.</p> <p>Pseudocode is a simple way of describing a set of instruction. A prototype is the first one of your product that you make. An algorithm needs an output to respond to the input. Algorithms need to be tested and debugged. Debugging is when you find an issue in the program that you have written and repair it.</p> <p>Skills I can design an interactive educational game I can put Scratch blocks into the right order</p>	<p>Creating games involve sequences of instructions, selection and repetition Variables can be used to record scores, levels, time etc. Finding the problem by stepping through the program one line at a time. Two different types of bugs are:</p> <ul style="list-style-type: none"> <li>in algorithms - where the approach to solving the problem is wrong</li> <li>in the implementation of algorithms -where the Scratch code is wrong.</li> </ul> <p>The key to creating a good game is testing it on users.</p> <p>Skills I can use music in the game I can use selection and repetition I can correct errors I can add instructions</p>	<p>Python is a programming language. Simple commands use: ( ) " " : Files are saved using the default .py file. Long lines of Python code can be split across lines by adding \ To accept input, use the input command. Syntax errors are mistakes in the source code, such as spelling and punctuation errors. Python variables and selection include - if, else, elif.</p> <p>Skills I can use print command in Python I can use variables and selection in Python (if, else, elif) I can use procedures in Python I can create a list in Python</p>	<p>3.1 We are programmers 3.2 We are Bug Fixers 4.1 We are Software Developers 4.2 We are toy designers 5.1 We are game developers 6.1 We are adventure gamers</p>	<p>Year 3 Year 4 Year 5 Year 6</p>

	<p>There are different types of bugs.</p> <p>Skills I can create an algorithm for an animated scene (storyboard) I can write a program in Scratch to create an animation I can put blocks of script in order</p> <p>I can create 'off-by-one' errors in loops I can improve the circle drawing program I can experiment with speed variable I can recognise common types of bug</p>	<p>I can use 'if/then/else' block correctly I can use the keyboard for input and the screen for output I can use repetition</p> <p>I can write an algorithm with an output and response to the input I can test input and output on a simulation using simple scripts I can debug</p>				
<ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>	<p>'Sprite' is an object that can be moved in Scratch. A script is a program or sequence of instructions. To make the scripts run you must by click the green flag. Sounds tab records dialogue or sound effects using a microphone.</p> <p>Algorithm: precise step-by-step guide to solve a problem or achieve a particular objective. Errors can be fixed in algorithms. A 'bug' is a mistake or fault that keeps something from working properly. In modern computers, several things can be happening at once, and that sometimes this can cause problems. There are different types of bugs.</p> <p>Skills I can create an algorithm for an animated scene (storyboard) I can write a program in Scratch to create an animation I can put blocks of script in order</p> <p>I can create 'off-by-one' errors in loops I can improve the circle drawing program I can experiment with speed variable I can recognise common types of bug</p>	<p>To make games appealing, graphics, sound and interaction must be engaging. Good games have progression, challenge, interaction and context.</p> <p>Skills I can design an interactive educational game I can put Scratch blocks into the right order I can use 'if/then/else' block correctly I can use the keyboard for input and the screen for output I can use repetition</p>	<p>Variables can be used to record scores, levels, time etc.</p> <p>Skills I can use music in the game I can use selection and repetition I can correct errors I can add instructions</p>	<p>Simple commands use: ( ) " " : Long lines of Python code can be split across lines by adding \ To accept input, use the input command. Python variables and selection include - if, else, elif.</p> <p>Skills I can use print command in Python I can use variables and selection in Python (if, else, elif) I can use procedures in Python I can create a list in Python</p>	<p>3.1 We are programmers 3.2 We are Bug Fixers</p> <p>4.1 We are software developers</p> <p>5.1 We are game developers</p> <p>6.1 We are adventure Gamers</p>	<p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<ul style="list-style-type: none"> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>A storyboard breaks down what happens in the animation into smaller chunks. Images on a computer are made up of tiny blocks called pixels. To make the scripts run you must by click the green flag.</p>	<p>Debugging means to find and remove mistakes. Scripts are debugged.</p> <p>Pseudocode is a simple way of describing a set of instruction. An algorithm needs an output to respond to the input.</p>	<p>Creating games involve sequences of instructions, selection and repetition Finding the problem by stepping through the program one line at a time. Two different types of bugs are: • in algorithms - where the approach to solving the problem is wrong</p>	<p>Syntax errors are mistakes in the source code, such as spelling and punctuation errors.</p> <p>Skills I can use procedures in Python</p>	<p>3.1 We are programmers 3.2 We are Bug Fixers</p> <p>4.1 We are software developers 4.2 We are toy designers</p> <p>5.1 We are game developers</p>	<p>Year 3</p> <p>Year 4</p>

	<p>Algorithm: precise step-by-step guide to solve a problem or achieve a particular objective. Errors can be fixed in algorithms. A 'bug' is a mistake or fault that keeps something from working properly.</p> <p>In modern computers, several things can be happening at once, and that sometimes this can cause problems. There are different types of bugs.</p> <p>Skills I can create an algorithm for an animated scene (storyboard) I can write a program in Scratch to create an animation I can put blocks of script in order</p> <p>I can create 'off-by-one' errors in loops I can improve the circle drawing program I can experiment with speed variable I can recognise common types of bug</p>	<p>Algorithms need to be tested and debugged. Debugging is when you find an issue in the program that you have written and repair it.</p> <p>Skills I can design an interactive educational game I can put Scratch blocks into the right order I can use 'if/then/else' block correctly I can use the keyboard for input and the screen for output I can use repetition</p> <p>I can write an algorithm with an output and response to the input I can test input and output on a simulation using simple scripts I can debug</p>	<ul style="list-style-type: none"> <li>in the implementation of algorithms -where the Scratch code is wrong.</li> </ul> <p>Skills I can correct errors I can add instructions</p>		6.2 We are Computational Thinkers	Year 5  Year 6
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>Search results show pages that include the key words. Search results can be filtered for more detailed reports. When they use the web, they connect via the internet to other computers. The web server runs a program to produce a web page of results, which it sends back. Both words and pictures need to be well structured. Technical terms need to be explained. Recordings are converted into a standard digital format so others can watch it easily.</p> <p>An email is a message that is sent via the internet. Email is fast and reliable but insecure. Spoofed links look as though they point to one website but in fact point to another. Hacked accounts is when someone gains access to an email account and uses this to send malicious emails. Spam means unwanted advertising by email. Avoid opening files attached to emails from unknown people.</p>	<p>The way the website looks (colours, styles, images) is the result of computer coding (HTML). HTMLs include writing, links, pictures, sound and video. HTML uses special bits of programming language called "tags" to let the browser know how a webpage should look. The Internet is a network that connects millions of computers worldwide; The web are the pages you see when you're at a device and you're online.</p> <p>Skills I can use HTML tags for elementary mark up I can use hyperlinks to connect ideas and sources I can edit the HTML for a web page</p>	<p>A word for people who write on blogs is bloggers. A blog is a website that is like a diary or journal. Hyperlinks can be added into blogs. Images/pictures can be imported into a blog. Audio or video clips can be inserted into a blog using the embed code.</p> <p>Skills I can write a blog post I can comment on a blog post I can add image, audio or video to a blog post</p>	<p>It has to be converted into numbers before it can be transmitted.</p> <p>The web connects pages of information stored on different computers.</p> <p>The internet connects computers together across the world.</p> <p>IP (internet protocol) address is a unique numeric address assigned to an individual.</p> <p>Domain Name Service (DNS) has been invented to make it easy for computers to convert from names to numbers.</p> <p>A computer sends or receives data, the computer records that data has been sent or received.</p> <p>Skills I can name hardware used in connecting computers together I can convert messages between text and US-ASCII code I can explain how data is transmitted via the internet</p>	3.4 We are vloggers 3.5 We are communicators  4.4 We are HTML editors  5.5 We are bloggers  6.4 We are network technicians	Year 3  Year 4  Year 5  Year 6

	<p>Email and video conferencing is used to communicate.</p> <p>Skills  I can use a search engine to learn about a new topic  I can search for, and evaluate, online images  I can create their own original images  I can create a screencast video of a narrated presentation</p> <p>I can proof read email messages  I can explain the process of how an email works  I can use 'cc' and send to multiple email addresses  I can use video conferencing</p>			All the information that travels across the internet is in a digital format.		
<ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<p>Search results show pages that include the key words.  Search results can be filtered for more detailed reports.  When they use the web, they connect via the internet to other computers.  The web server runs a program to produce a web page of results, which it sends back.  Both words and pictures need to be well structured.  Technical terms need to be explained.  Recordings are converted into a standard digital format so others can watch it easily.</p> <p>Skills  I can use a search engine to learn about a new topic  I can search for, and evaluate, online images  I can create their own original images  I can create a screencast video of a narrated presentation</p>	<p>The way the website looks (colours, styles, images) is the result of computer coding (HTML).  HTMLs include writing, links, pictures, sound and video.  HTML uses special bits of programming language called "tags" to let the browser know how a webpage should look.  The Internet is a network that connects millions of computers worldwide; The web are the pages you see when you're at a device and you're online.</p> <p>Skills  I can use HTML tags for elementary mark up  I can use hyperlinks to connect ideas and sources  I can edit the HTML for a web page</p>	<p>A website is a set of webpages that are joined together.  When you search for keywords, Google uses this copy like an index. The main algorithm Google uses is called 'Page Rank'.  Curating means the gathering, organising and online presentation of content related to a particular theme or topic.  The term 'embedding' means to place content on your page or your website.  Publishing is the activity of making information available to the public.</p> <p>Skills  I can research effectively, using more precise language  I behaviour responsibly when searching online</p>	<p>Google selects and ranks results for a search.  Google Maps shows multiple possible routes.  Google Maps gives directions other than by driving, such as:</p> <ul style="list-style-type: none"> <li>public transport</li> <li>walking</li> <li>cycling</li> <li>flying</li> </ul> <p>When you take a photo and enable your GPS, it stores its physical location where the photo was taken.  Geotagging is the process of assigning coordinates to photos.  Markers can be added to digital maps.</p> <p>Skills  I can use online tools to plan a route  I can add markers to a digital map  I can add a tracklog to a digital map</p>	<p>3.4 We are Vloggers</p> <p>4.4 We are HTML editors</p> <p>5.4 We are web developers</p> <p>6.5 We are travel writers</p>	<p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>Three different shots:</p> <ul style="list-style-type: none"> <li>close-ups</li> <li>establishing shots</li> <li>cut-aways</li> </ul> <p>Shooting techniques include:</p> <ul style="list-style-type: none"> <li>close-up of some of the action</li> <li>post action interview</li> <li>panning shots</li> <li>establishing shots</li> </ul>	<p>Excel spreadsheets record data collected.</p> <p>Spreadsheets can use the data to create charts or graphs.</p> <p>Text boxes add information to a Powerpoint slide.</p> <p>Features of a weather forecast:</p>	<p>CAD (computer-aided design) tool.</p> <p>Work can be published in 3D.</p> <p>Navigation tools allow you to explore the gallery from different perspectives.</p> <p>Images or PDF files can be imported to the gallery.</p>	<p>Google selects and ranks results for a search.  Google Maps shows multiple possible routes.  Google Maps gives directions other than by driving, such as:</p> <ul style="list-style-type: none"> <li>public transport</li> <li>walking</li> <li>cycling</li> <li>flying</li> </ul>	<p>3.3 We are presenters</p> <p>3.4 We are Vloggers</p> <p>3.6 We are opinion pollsters</p> <p>4.6 We are meteorologists</p> <p>5.6 We are architects</p> <p>6.5 We are travel writers</p>	<p>Year 3</p> <p>Year 4</p> <p>Year 5</p>

	<p>Video editor programmes works with an algorithm. Improvements can be made by:</p> <ul style="list-style-type: none"> <li>• adding a title clip and rolling end credits</li> <li>• importing and animating still photos</li> <li>• adding transitions between clips.</li> </ul> <p>Search results show pages that include the key words. Search results can be filtered for more detailed reports. When they use the web, they connect via the internet to other computers. The web server runs a program to produce a web page of results, which it sends back. Both words and pictures need to be well structured. Technical terms need to be explained. Recordings are converted into a standard digital format so others can watch it easily.</p> <p>Different question types include:</p> <ul style="list-style-type: none"> <li>• text</li> <li>• multiple choice</li> <li>• choosing from a list, checkboxes</li> </ul> <p>A Google Form is an online survey. Surveys are anonymous. We all have a digital footprint. Data can be looked at closely.</p> <p>Skills I can operate a simple video camera correctly I can record useable footage I can import and edit footage I can record an audio commentary</p> <p>I can use a search engine to learn about a new topic I can search for, and evaluate, online images I can create their own original images I can create a screencast video of a narrated presentation I can collect data via the internet I can use Google Forms to collect data I can use Google slides to present results</p>	<ul style="list-style-type: none"> <li>• weather-related language</li> <li>• clear delivery</li> <li>• good use of images, including charts and maps</li> <li>• starting the forecast with a summary followed by more specific detail</li> </ul> <p>Skills I can use weather measurement equipment safely I can enter data I can take digital photos I can create simple charts I can make predictions I can create a presentation for the weather forecast</p>	<p>Virtual tours can be used by people considering whether to visit.</p> <p>Transition is process of changing from one position to another.</p> <p>Skills I can create objects using Sketch Up I can create an animated walk through of their gallery</p>	<p>When you take a photo and enable your GPS, it stores its physical location where the photo was taken. Geotagging is the process of assigning coordinates to photos. Markers can be added to digital maps.</p> <p>Skills I can use online tools to plan a route I can add markers to a digital map I can add a tracklog to a digital map</p>	<p>Year 6</p>
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<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p>I understand the need for rules to keep me safe when exchanging learning and ideas online (3.5)  I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image (3.1-3.6)  I understand the need to keep personal information and passwords private (3.1-3.6)  I understand that if I make personal information available online it may be seen and used by others (3.4)  I know how to respond if asked for personal information or feel unsafe about content of a message (3.1-3.6)</p> <p><b>Skills</b>  I follow the school's safer internet rules (3.1-3.6)  I identify when emails should not be opened and when an attachment may not be safe (3.5)  I explain and demonstrate how to use email safely (3.5)</p>	<p>I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion (4.5)  I understand that the internet contains fact, fiction and opinion and begin to distinguish between them  I use strategies to verify information, e.g. cross checking (4.5)  I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image (4.1-4.6)  I understand the need to keep personal information and passwords private (4.1-4.6)  I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy  I know how to report an incident of cyber bullying (4.1-4.6)</p> <p><b>Skills</b>  I follow the school's safer internet rules (4.1-4.6)  I use different search engines (4.40)</p>	<p>I discuss the positive and negative impact of the use of ICT in my own life  I understand the potential risk of providing personal information online  I understand that some messages may be malicious and know how to deal with this  I understand the benefits of developing a 'nickname' for online use  I know that it is unsafe to arrange to meet unknown people online  I know how to report any suspicions  I understand I should not publish other people's pictures or tag them on the internet without permission  I know what to do if I discover something malicious or inappropriate</p> <p><b>Skills</b>  I follow the school's safer internet rules (5.1-5.6)  I make safe choices about the use of technology (5.5)  I use technology in ways which minimises risk, e.g. responsible use of online discussions  I create strong passwords (5.1-5.6)  I competently use the internet as a search tool (5.1-5.6)  I use appropriate strategies for finding and validating information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources (5.5)</p>	<p>I discuss the positive and negative impact of the use of ICT in my own life, my friends and family  I understand the potential risk of providing personal information online  I recognise why people may publish content that is not accurate  I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented  I recognise the potential risks of using internet communication tools and understand how to minimise those risks  I understand that some material on the internet is copyrighted and may not be copied or downloaded  I understand that some messages may be malicious and know how to deal with this  I understand the benefits of developing a 'nickname' for online use  I know that it is unsafe to arrange to meet unknown people online  I know how to report any suspicions  I understand I should not publish other people's pictures or tag them on the internet without permission  I know that content put online is extremely difficult to remove  I know what to do if I discover something malicious or inappropriate</p> <p><b>Skills</b>  I follow the school's safer internet rules (6.1-6.6)  I make safe choices about the use of technology (6.1-6.6)  I use technology in ways which minimises risk, e.g. responsible use of online discussions etc. (6.4)  I create strong passwords and manage them so that they remain strong (6.1-6.6)  I independently, and with regard for online safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school (6.4)  I competently use the internet as a search tool (6.1-6.6)</p>	<p>All</p>	<p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>
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				I use knowledge of the meaning of different domain names and common website extensions, e.g. co.uk/.com/.gov to support validation of information (6.4)		
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