Mount Primary School

Computing

Curriculum Design

Long Term Plan & Progression

Computing Intent

The intent of our computing curriculum at Mount Primary School is to help pupils become independent, creative, safe, respectful and problem-solving digital citizens with a broad and transferrable skillset. At Mount, we make use of iLearn2 which helps to make computing fun for pupils, inspiring them to develop skills beyond the classroom as well as building an awareness of all the opportunities the subject provides.

Our Computing long term plan has been designed to make sure pupils learn computing skills from the three recognised aspects of computing (below) within each year of their primary education. This means that pupils will build upon skills and concepts they established from the previous year and develop them further in the current and subsequent year.

For example, pupils will learn how to program keyboard or touch screen inputs in Year 3 to control a sprite in Scratch, then develop this further into a racing game in Year 4 using conditions and variables. Before introducing random variables in Year 5 to make the game unpredictable.

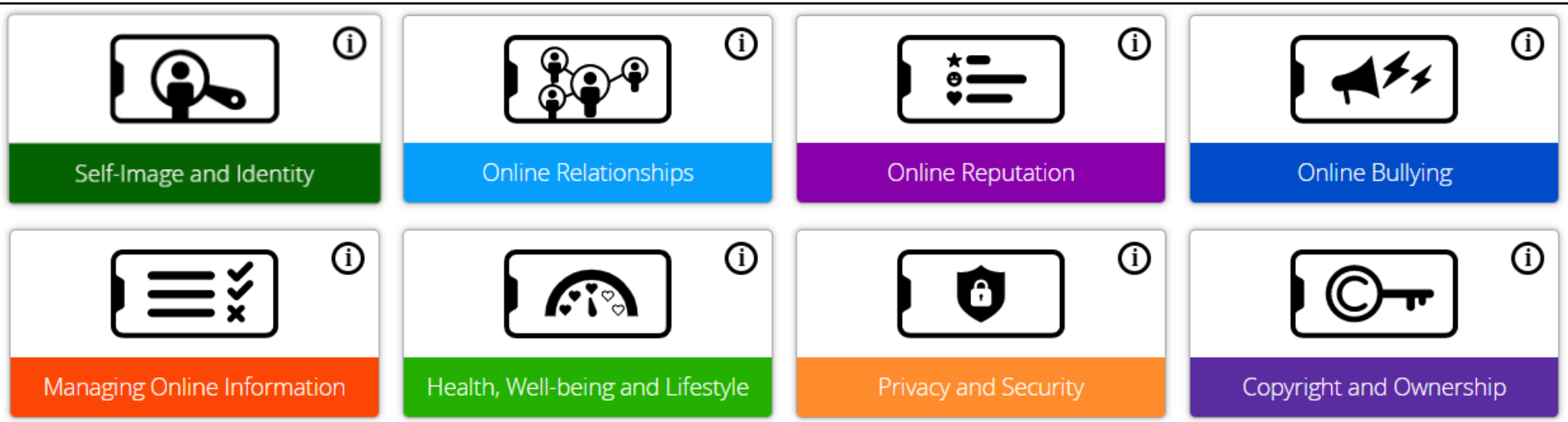
To give the children a more hands on experience, we have also built in programming physical devices into our curriculum in Year 5/6 using devices such as Micro bits and Crumble Kits.

The three aspects of Computing are:

- *Computer Science-* this covers programming (both block-based and text-based), including computational thinking using web-based software such as Scratch. Pupils across Key Stage 1 and 2 will write code to program physical and on-screen objects, interactive games and use text-based language, such as HTML and Python by the end of Key Stage 2.
- *Information Technology*- This covers the use of a variety of applications to create digital content, including document creation and editing, video making, digital art, graphic design, animation, 3D modelling and website building.
- *Digital Literacy*- Covers skills to find, evaluate, utilise and share using technologies and the Internet. This includes important Online Safety and internet research skills, as well as an understanding of computer networks in Key Stage 2.

Online Safety

A key part of implementing our computing curriculum is to ensure that safety of our pupils is paramount. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children build online resilience through the use of the 'Project Evolve – Education for a Connected World' framework. The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.



Computing Implementation

Our progressive medium and short term planning ensures that children develop subject knowledge and their computing skills as they work through sequences of lessons, revisiting and building on prior learning.
iLearn2 includes activity packs with step-by-step, easy to follow video tutorials and challenges for both teachers and pupils to access. This has many advantages including:

- Pupils can learn computing skills at their own pace, developing independent learning skills with opportunities to continually review and revisit the skills covered.
- The pupil activity codes help teachers provide pupils with specific activities, meaning pupils can access resources and content suitable for their individual ability and needs.
- The pupil activity packs are available across Key Stage 1 and 2. Key Stage 1 pupils learn how to apply the skills they learn in the tutorials to their own work. Key Stage 2 pupils apply and develop the skills they learn in the tutorials into their own projects, independently improving and evaluating their work.

Computing Impact

Our children enjoy and value Computing and know why they are doing things, not just how. Children will understand and appreciate the value of Computing in the context of their personal wellbeing and the technological, creative and cultural industries and their many career opportunities.

Progress in Computing is demonstrated through regularly reviewing and scrutinising children's work. Using Seesaw as a digital portfolio allows us to see their learning journey over time. Pupil voice interviews are also an important part of assessing the impact of our curriculum. These will be done regularly. The Computing curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others.

· We aim that our exciting and engaging computing curriculum will have direct impact on the lives of our children, inspiring them to pursue the digital careers of the future
· Finding the right balance of integrating technology into our lives is also important and through our Health and Well Being objectives, our children will be able to monitor and assess their own screen time and online behaviours.
· Impact of teaching and learning is measured by end of topic assessments and audio-visual evidence collated through the children's digital Portfolios. For this, we use Seesaw.
· We hope to have great impact on our children's lives and we are continually adapting and honing our curriculum to meet their needs in the ever changing world of the internet.

Computing Long Term Plan							
Key Concepts	Use Subject Specific Vocabulary	Programming	Creating Media	Computer Systems & Networks	Multimedia	Online Safety	
	F2	**Y1**	**Y2**	**Y3/4 A**	**Y3/4 B**	**Y5/6 A**	**Y5/6 B**
Autumn	Computer Discovery Digital Literacy/numeracy Digital art Simple coding	Introduce Programming	Recognises uses of IT Animation	Programming in Scratch	Animation Internet Research	Data Handling Understanding computer networks and the world wide web	HTML Web Programming Computers- Past, present and Future
	-Health, well-being and lifestyle	-Self-Image and Identity	-Online relationships	-Self-image and identity	-Online relationships	-Self-image and identity	-Online relationships
Spring	Digital Literacy/Numeracy Design Digital photo and video	Design Text and Images	Data Handling	Comic creation	Video Editing 3D Design	Programming in Scratch	Web Design
	-Managing online information	-Online bullying	-Managing online information	-Online bullying	-Managing online information	-Online Bullying	-Managing online information
Summer	Music creator	Music Creator	Programming with Scratch Jr	Document editing and word processing	Programming in Scratch	Programming physical systems	Programming in Scratch

	Digital Literacy/Numeracy		E-Book Creator	Music creator		App design	Image Editing
	-Online Reputation	-Health, well-being and lifestyle	-Online Reputation	-Health, well-being and lifestyle	-Online Reputation	-Health, well-being and lifestyle	-Online Reputation

Statutory Coverage

National Curriculum & EYFS	F2	KS1	KS2
	Personal, Social, and Emotional Development Show resilience and perseverance in the face of a challenge. Know and talk about different factors that support their overall health and well-being. Sensible amounts of screen time. **Physical Development** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. **Expressive Arts and Design** Explore use and refine a variety of artistic effects to express their ideas and feelings. **ELG** **Personal, Social and Emotional Development- Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. **Expressive Arts and Design- Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Pupils should be taught to:** · Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions · Create and debug simple programs · Use logical reasoning to predict the behaviour of simple programs · Use technology purposefully to create, organise, store, manipulate and retrieve digital content · Recognise common uses of information technology beyond school · 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	Pupils should be taught to: · Design, write and debug programs that accomplish specific goals, including controlling · Or simulating physical systems; solve problems by decomposing them into smaller parts · Use sequence, selection, and repetition in programs; work with variables and various forms of input and output · Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs · 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 · Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content · 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 · Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Progression Map

Key Concept - Use subject specific vocabulary						
F2	**Y1**	**Y2**	**Y3/4A**	**Y3/4B**	**Y5/6A**	**Y5/6B**
Programming BeeBot Directions Instructions Forward Backwards Clear Delete **Multimedia** Music Loud Quiet Rhythm **Creating Media** App iPad Images Text Undo Chatterpix Scratch **Computer Systems & Networks** Computer Interactive Whiteboard	**Programming** Introduce Programming Sequence Algorithm Predict Execute Debug **Multimedia** 3D design 3D Rotate Arrange Flip Digital music Digital sounds Rhythm Melody Tempo **Creating Media** Text and Images Add images Add text Adjust size Move and resize Placement Position Label Undo last	**Programming** Scratch Jr Outputs Inputs Loops Selection **Multimedia** Animation Frame Clone Onion skin Frame rate Data Handling Table Bar chart Pictogram Pie chart Data Tally Survey **Creating Media** Ebook Creator Fill Record New Page Images Delete Share	**Programming** Scratch Sprite Stage Repetition **Multimedia** Comic creation Panel Narration Stickers Scale Arrange Move Delete Resize Digital music Scales Chords Arpeggio Bars and beats Sampled sound Effects **Creating Media** Document editing and word processing Word processor Find and replace Format Text wrapping Bullet points	**Programming** Scratch Sensing Variables **Multimedia** Animation Timeline Transition Gif Video editing Clips Split Transitions Titles Voiceovers Export 3D design Spatial awareness Adjust Duplicate Perspective Transparency **Computer Systems & Networks** Internet research Internet browser Search engine Web address Address bar	**Programming** Scratch Random variables Keyboard inputs Touch-screen inputs Unpredictability Physical Devices Microbit Processor Accelerometer LED lights **Multimedia** Data handling Spreadsheet Cell Adjacent cell Non-adjacent cell Formula Database Record Field Sort **Creating Media** App Design Screen dimensions Icons Navigation Hyperlinks Duplicate	**Programming** Scratch Program operators Broadcasts Decomposing Error detection HTML programming HTML Hyperlinks Tags Hexadecimal colours **Multimedia** Image editing Crop Aspect ratio Filters Colour editing Saturation Vibrance Tint Light editing Brightness Exposure Contrast Highlight Shadows **Creating Media** Web design Wordpress (software)

iPad Plug BeeBot Charger Laptop **Online Safety** Safe Online Permission	**Online Safety** Sad Embarrassed Adult permission Adult support Trusted adults Online bullying Hurtful Rules Limits Breaks Exercise	**Computer Systems & Networks** Uses of IT Microprocessor Analogue Digital **Online Safety** Communicate Online Offline Risk Sharing Trusted adult Give permission Deny permission Rights 'say no' Consent True/False Real/Made up Voice activated devices Online reputation Visible/accessible	Keyboard shortcuts Formatting Copy and paste **Online Safety** Identity Representation Avatar Social media Appropriate Support Engaged Age restrictions Peer pressure	WWW Ranking Specific Key words Find on page tool Trustworthy **Online Safety** Digital strategies Social Environments Respectful Healthy behaviours Unhealthy behaviours Content Shared content Analyse Accuracy Search technologies Image sites Video sites Advertising Opinions Fake news Bots	**Computer Systems & Networks** Computer networks and the internet Server Router Firewall IP Address Wireless Access Point (WAP) Cloud computing **Online Safety** Copied Modified Altered Online identity Context Report Block Mindfulness Apps Advice Balance In-App purchases	Static page Theme Header Sidebar Widgets Domaine **Computer Systems & Networks** Computers- past, present and future Predict Limitations Inventions Inventors Computing history Change **Online Safety** Respect boundaries Consequences Screen-grabs Inappropriate Ranked searches Legal/illegal Manipulation Influence Persuasion Persuasive design Validity Misinformation Identify, flag, report Digital personality Anonymity

Key Concept - Programming						
F2	**Y1**	**Y2**	**Y3/4A**	**Y3/4B**	**Y5/6A**	**Y5/6B**
Explore and play with programmable toys e.g. Beebots Explore and use remote control toys	**Introduce Programming** 1. Place instructions into the correct order (sequence) to make something work. 2. Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. 3. Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug). 4. Predict a route and sequence distance commands to program an on-screen object to achieve an objective. 5. Predict and sequence movement and pen commands to program the drawing of different 2D shapes. 6. Sequence code blocks, including movements and	**Programming with Scratch Jr** 1. Program movements. 2. Program outputs for audio or text. 3. Find errors in a program. 4. Program inputs. 5. Program selection/conditions (if one sprite hits another).	**Programming in Scratch** 1. Design, write and debug programs that accomplish specific goals. (Including outputs) 2. Use repetition in programs. 3. Work with various form of inputs; keyboard, mouse and touch screen. 4. Write programs to simulate physical systems.	**Programming in Scratch** 1. Program inputs with loops, selection and sensing for interactions. 2. Work with variables and various forms of input and output. 3. Debug programs that accomplish goals. (correcting errors) 4. Use selection, data variables and operators. 5. Program a virtual robot using Scratch blocks.	**Programming in Scratch** 1. Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer. 2. Program distance sensing and movement. 3. Program Inputs, outputs, loops, conditions, sensing and variables. 4. Program list variables that chooses randomly. **Programming Physical Devices** 1. Understand that computers use physical inputs and outputs and give examples. 2. Program physical inputs, outputs (e.g program LED lights) and random variables. 3. Design, write and debug programs that accomplish specific goals, including controlling	**HTML** 1. Add and align text and change colour. 2. Program background colour. 3. Add and align images. 4. Add hyperlinks to other websites. 5. Add an iframe (such as a Google Map) and adjust the height and width. **Programming in Scratch** 1. Program keyboard/touch screen inputs, selection (conditions), loops and random variables for unpredictability (operators). 2. Program inputs, selection, sensing, random variables, operators for direction and data variables for scoring. 3. Use inputs, selection, loops, sensing, costume changes and

	execute (start program) blocks to write a program to achieve an objective.				or simulating physical systems	broadcasts. 4. Work with multiple sprites to send broadcast messages between them.

Key Concept - Creating Media						
F2	**Y1**	**Y2**	**Y3/4A**	**Y3/4B**	**Y5/6A**	**Y5/6B**
Use a simple program on an iPad independently Choose and access a game/app	**Text and Images** 1. Change the background colour of a page. 2. Add, resize and position images (pictures) on a page. 3. Type and position text on a page, if possible using capital letters and punctuation. 4. Label pictures with text. 5. Use word-banks for writing sentences about pictures.	**Ebook Creation** 1. Add a book cover with title, author, colour and image. 2. Add multiple pages based on a theme. 3. Add text on different pages. 4. Add images on different pages to match the theme/text. 5. Add voice recordings to match the text and theme.	**Document Editing and Creation** 1. Copy and Paste text and images. 2. Find and replace words. 3. Format text for a purpose. 4. Add bullet points to make lists. 5. Experiment with keyboard shortcuts.		**App Design** 1. Adjust slide size to mimic a phone/tablet size. 2. Add text and images to a slide. 3. Add icons and text to use as navigation. 4. Duplicate slides to create multiple pages of the app. 5. Create hyperlinks to create navigation.	**Web Design** 1. Create a static homepage. 2. Choose a suitable theme for your website. 3. Change the site identity to a suitable title, tagline and website icon. 4. Upload a suitable header and/or background image. 5. Adjust the website sidebar and add suitable widgets. 6. Add text and images to a page and edit them. 7. Add multiple pages and edit the navigation, including sub-menus. 8. Provide constructive feedback for your classmates' websites.

Key Concept - Computer Networks & Systems						
F2	**Y1**	**Y2**	**Y3/4A**	**Y3/4B**	**Y5/6A**	**Y5/6B**
Understand that you can use technology to find out information Understand you can use technology to watch videos and communicate with others		**Recognising Uses of IT** 1. Understand what makes a computer a computer. 2. Understand computers store and follow instructions. 3. Spot digital technology in school. 4. Understand how different technology helps us.		**Internet Research** 1. Use search technologies to find specific pieces of information. 2. Understand features of an Internet Browser. 3. Reference the correct source of information. 4. Be discerning in evaluating digital content. 5. Check the internet for fake news by cross-referencing facts.	**Understanding computer networks and the world wide web** 1. Understand Computer Networks, Internet and Cloud Computing and how they help us. 2. What is email and how can we use it safely? 3. Understand how and why we collaborate online (including blogging).	**Computers- Past, present and Future** 1. Understand how technology has changed over time. Combine text and images to present ideas. 2. Understand the impact (positive/negative) technological changes have on society. 3. Predict how technology will change in the future.

Key Concept - Multi-Media						
F2	**Y1**	**Y2**	**Y3/4A**	**Y3/4B**	**Y5/6A**	**Y5/6B**
Use iPads and cameras to capture specific images	**Design** 1. Change the colour and pattern of elements. 2. Position and rotate objects on a design. 3. Position objects in relation to each other. 4. Resize, rotate, flip and arrange objects behind/in front of each other. **Music Creator** 1. Create a rhythm using a pattern of beats. 2. Create digital sounds using patterns and shapes. 3.Create a simple melody using patterns and adjust tempo.	**Animation** 1. Add a background and objects to a frame, including text. 2. Copy/clone a frame and move objects to create an animation. Plus flip an object. 3. Create screen-recording animation. 4. Create stop-motion animation with photos **Data Handling** – Understand what data is and collect it as a tally. – Use software to label a pictogram and add data to each column. – Edit a table with correct titles and numbers. – Use software to create a bar chart/pie chart/line chart suitable for the data. – Interpret a pictogram/bar chart/line chart.	**Comic Creation** 1. Add, resize and organise colour or picture backgrounds. 2. Add, resize, organise characters/objects to different panels. 3. Add narration using text and direct speech using speech bubbles. 4. Save comic with name and title. 5. Add audio recordings. **Music Creation** 1. Create ascending and descending scales. 2. Add chords evenly across the scales. 3. Add arpeggios and melodies. 4. Add a steady and even rhythm. 5. Use sampled sounds to create an effective mix. 6. Build beats, melody (tones) and effects.	**Animation** 1. Create a stop-motion video by duplicating slides that include backgrounds and shapes. 2. Create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a screenshot. 3. Animate individual elements of objects. 4. Create animated GIF files by animating pixels. **Video Editing** 1. Add scene images. 2. Add scripted voiceover audio, adjust the volume and crop clips (including splitting a clip). 3. Add more clips and use transition effects. 4. Add titles. 5. Use elements such as shapes. 6. Add music	**Data Handling** 1. Select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells. 2. Find data and create a spreadsheet to suit it. 3. Use formulae to find totals, averages and maximum/minimum numbers. 4. Search a database for specific information.	**Image Editing** 1. Adjust the colours, brightness and contrast to improve a photo. 2. Create a before and after slide in presentation software. 3. Take and crop a screenshot. 4. Add drawing and text layers. 5. Import new images as layers and resize them to fit. 6. Add colour elements to a black and white image using layers and eraser tools.

				background music and adjust the volume. 7. Export a project. **<u>3D Design</u>** 1. Understand 3D spacial awareness. 2. Add 3D shapes, resize, adjust height, duplicate and use the different perspective. 3. Re-create different types of buildings using 3D shapes. 4. Create roads/paths by adjusting the height of 3D shapes. 5. Add windows and door shapes.		

Key Concept - Online Safety						
F2	**Y1**	**Y2**	**Y3/4A**	**Y3/4B**	**Y5/6A**	**Y5/6B**
Self image and Identity -Know that I have to check with adults before entering any personal information **Child friendly apps** Understand that I only use apps that have been approved by adults **Always tell an adult** Recognising the importance of telling an adult if they see something that upsets them **Adult permissions** Discuss the importance of asking an adults permission before using certain technology **Well-being and lifestyle** Discuss the importance of	**Self-Image and Identity** -Recognise that there may be people online who could make me feel sad, embarrassed or upset. -Know when I should ask an adult for help with things online that upset me. -Give examples of different adults I can ask for help. **Online bullying** -Recognise that certain behaviours online can upset others. -Identify behaviour that might upset others online. -Recognise being kind online would make someone feel good. -Recognise being unkind online would make someone feel bad. **Health, well-being and lifestyle**	**-Online relationships** -Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. -Explain who I should ask before sharing things about myself or others online. -Describe different ways to ask for, give, or deny my permission online. -Explain why I have a right to say 'no' or 'I will have to ask someone'. -Explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. **Managing online information** -Use simple keywords in search engines. -Know how to navigate a simple webpage to get to	**Self-Image and Identity (see year 3 unit on Project Evolve)** -Explain what is meant by the term 'identity'. -Explain how I can represent myself in different ways online. -Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an **avatar**; social media). **Online bullying (see year 3 unit on Project Evolve)** -Explain why I should be kind online vs. unkind -To know how I should act online. -Explain how I make sure I am being kind online. -Give examples of how bullying behaviour could appear online and how someone can get support.	**-Online relationships (see year 4 unit on Project Evolve)** -Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) **-**Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours -Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. **Managing online information (see year 4 unit on Project Evolve)** -To analyse information to make a judgement about probable accuracy and I understand why it is important	**Self-Image and Identity (see year 5 unit on Project Evolve)** -Explain how identity online can be copied, modified or altered. -Demonstrate how to make responsible choices about having an online identity, depending on context. **Online bullying (see year 5 unit on Project Evolve)** -Recognise online bullying can be different to bullying in the physical world -To know what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. -Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. -Know how to block abusive users.	**-Online relationships (see year 6 unit on Project Evolve)** -Explain how sharing something online may have an impact either positively or negatively. -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. -Describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. -Explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and

sharing technology with others and understand why time online needs to be limited **Online with an adult** Understand that I should ask an adult before accessing technology	-Have an understanding of their own use of technology in and beyond the home. -Explain why these rules help keep them safe. -Identify rules that apply to safety and rules that apply to health/well-being -Show an awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with)	information I need (e.g. home, forward, back buttons; links, tabs and sections). -Explain what voice activated searching is and how it might be used. -Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. -To explain why some information I find online may not be real or true. **Online Reputation** -Know how information put online about someone can last for a long time. -Know how anyone's online information could be seen by others. -know who to talk to if something has been put online without consent or if it is incorrect.	**Health, well-being and lifestyle (see year 3 unit on Project Evolve)** -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. -Know 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).	to make my own decisions regarding content. -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). -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. -Know that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. -Know what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to	- Know the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline). **Health, well-being and lifestyle (see year 5 unit on Project Evolve)** -Know common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. -Recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. -Recognise features of persuasive design and how they are used to keep users engaged. -Assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode,	others; and who can help if someone is worried about this. **Managing online information (see year 6 unit on Project Evolve)** -Know how search engines work and how results are selected and ranked. -Know how some online information can be opinion and can offer examples. -Know 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. -Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and

				pretend something is true when it isn't. **Online Reputation (see year 4 unit on Project Evolve)** -Know that others may search my name online to find information about me. -Know that not all information about me online may have been posted online by me. -Know that people may alter information or put untrue information about me online with or without my knowledge. -Know ways that some of the information about anyone online could have been created, copied or shared by others.	regular breaks, correct posture, sleep, diet and exercise).	targeting for fake news). -To understand the concept of persuasive design and how it can be used to influences peoples' choices. -To demonstrate how to analyse and evaluate the validity of 'facts' and information. -Know the difference between online misinformation and dis-information. -I can identify, flag and report inappropriate content. **Online Reputation (see year 6 unit on Project Evolve)** -Know the ways in which anyone can develop a positive online reputation. -Know strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.