Computing Progression Map 2023/24

Intent	Computing knowledge & understanding underpins modern life and the 21st Century. Children need to build vital confidence, knowledge and understanding of the way technologies work - and how internet-connected systems can be employed - in order to adapt flexibly to ever rapid change over coming years. The detailed intentions of our Computing curriculum follow, yet we can summarise the proposed outcome of adapting and embedding this curriculum thoroughly within your own setting. Digitally confident learners equipped with modern Computing knowledge will: • Understand how information technology, data systems, and the internet function. • Understand and be able to apply key programming concepts. • Design, create and manipulate various digital artefacts and media. • Competently apply operational skills to many types of technology. • Be cautious and safe users of screen and internet-based services. • Explain knowledge and understanding using key vocabulary.					
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Autumn					
AWESOME AUTUMN Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating **BOATS AHOY** Algorithms, Decomposition,	**Technology Around Us** **IT Around Us** Learners develop their understanding of technology and how it can help us. They will start to become	**Programming A** **Scratch Jr** Learners take their onscreen programming further. Learners continue to use programming blocks to use, modify, and	**Book Creator** **Input Devices & Typing** Children use software to edit and improve written work from a cross curricular subject. Children develop their use	**The Internet** **IT Around Us** The Internet Learners will apply their knowledge and understanding of networks, to appreciate the internet as a	**Computing Systems and Networks** **Systems & Searching** Sharing Information Learners will develop their understanding of computer systems	**Computing Systems and Networks** **Communication & Collaboration** Communication Children learn about the World Wide Web as a communication tool. First, they will

Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating **BUSY BODIES** Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction **SUMMER FUN** Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms **SUPER SPACE** Creating, Decomposition, Pattern, Logical reasoning, Abstraction, Collaboration, Algorithms, Persevering. **WINTER WARMERS** Algorithms, Creating,	familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly. **CURRICULUM MILESTONES:** **I can identify examples of technology in the classroom.** **I can use apps or websites to aid my learning.** **I can move a cursor with a mouse or trackpad and click on an icon.** **Digital Painting** **Digital Design** Learners develop their understanding of a range of tools used for digital	create programs. Learners create algorithms or multiple algorithms. They practise predicting the behaviour of simple programs. They practise debugging (finding and fixing problems) within programs they have created. **CURRICULUM MILESTONES:** **I can create and run a program (an algorithm or multiple algorithms that can be understood by a computer).** **I can predict the behaviour of simple programs.** **I can debug (find and fix a problem) within a simple program.** **Computing Systems and Networks**	of the shift key and punctuation further, using numerous types of punctuation correctly within their onscreen writing. Children type to achieve a completed piece that can be printed or published directly to the internet. **CURRICULUM MILESTONES:** **I can create audio using digital technology.** **I can edit and adjust audio using digital technology.** **Data & Information** **Branching databases** Learners develop their understanding of what a branching	network of networks which needs to be kept secure. They will learn that the World Wide Web is part of the internet and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. **CURRICULUM MILESTONES:** **I can recognise that the world wide web is part of the internet.**	and how information is transferred between systems and devices. Learners will consider small - scale systems as well as large -scale systems. They will explain the input, output, and process aspects of a variety of different real - world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online. **CURRICULUM MILESTONES:** **I can explain that a search engine uses web crawlers to create an index.** **I can explain that a search engine follows rules to rank results.**	learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes. **CURRICULUM MILESTONES:** **I understand that computer systems transfer information over networks in data packets.**

Collaboration, Decomposition, Tinkering, Persevering **Digital Literacy** Self-image and Identity: If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. Online relationships: I can recognise some ways in which the internet can be used to communicate. Online reputation: I can describe what information I	painting. They use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. Learners consider their preferences when painting with and without the use of digital devices. **CURRICULUM MILESTONES:** **I can move a cursor with the trackpad and click on an icon.** **I can save and retrieve work that I have produced (includes auto-save).** **I can use an app or website to make graphical marks or pictures.**	**IT Around us** Learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly. **CURRICULUM MILESTONES:** **I can identify information technology in the school, home, and beyond.** **I can create rules for using technology safely.**	database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and onscreen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database. **CURRICULUM MILESTONES:** **I can create questions with yes / no answers to categorise objects.**	**I understand that the global interconnection of networks is the internet.** **I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.** **Audio Editing** **Digital Sound** Learners will examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio	**Creating Media** **Video Editing** Learners have the opportunity to learn how to create short videos in groups. As they progress, they will develop the skills and processes of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided to take their idea from conception to completion. The use of green screen can be incorporated into this unit, giving an opportunity for learners to use cross-curricular	**I understand that internet connected programs allow us to work together (collaborate).** **3D Modelling** **Digital Design:** 3D Modelling Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include

should not put online without asking a trusted adult first. Managing online information: I can identify devices I could use to access information on the internet. Health, well-being and lifestyle: I can explain rules to keep us safe when we are using technology both in and beyond the home. Privacy and Security: I can identify some simple examples of my personal information (e.g. name, address,			**I can retrieve information from different levels of a branching database.**	themselves, learners will use software to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers. **CURRICULUM MILESTONES:** **I can identify the input and output devices used to record and play sound.** **I can plan purposefully for a podcast audio production.** **I can record and edit sound using digital technology as part of an audio production.**	knowledge, and giving extra purpose to the main video project. **CURRICULUM MILESTONES:** **I can edit video, bringing together different media elements to produce an effective final product.** **I can combine a variety of software (programs that run on computers) to accomplish given goals.**	using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model. **CURRICULUM MILESTONES:** **I can modify and adjust objects in a 3D space.** **I can recognise the difference when working with 3D objects in comparison to 2D shapes.**
	Spring					

birthday, age, location). Copyright and ownership: I can name my work so that others know it belongs to me.	**Programming A** **Moving a Robot** Controlling robots Learners are introduced to early programming concepts. Learners explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Time is spent on a broad range of programming aspects and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design	**Programming B** **Robot Algorithms** controlling robots Pupils develop their understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils use given commands in different orders to investigate how order can affect outcome. They will design algorithms and then test those algorithms as programs and debug them. **CURRICULUM MILESTONES:** **I can predict the behaviour of simple programs.** **I can create and run a program (an algorithm or multiple algorithms that can be understood by a computer).**	**Computing Systems and Networks** **Connecting Computers** Connecting Computers Learners develop their understanding of digital devices, considering inputs, processes, and outputs. Learners compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of	**Data Logging** **Data & Information** Learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit,	**Creating Media** **Vector Drawing** Vector Graphics Learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. **CURRICULUM MILESTONES:** **I can create a vector drawing that is comprised of lines and shapes (objects) of different colours.** **I can resize, duplicate, rotate, align and colour objects in vector drawings.**	**Creating Media** **Web Page Creation** Children learn how to create websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. **CURRICULUM MILESTONES:** **I can recognise the components of a web page layout.** **I can devise my own web design which contains clear navigation structures (menus, hyperlinks etc.).**

	through the introduction of algorithms. **CURRICULUM MILESTONES:** **I can understand and create algorithms (steps or rules as instructions, e.g. how to make a sandwich).** **Programming B** **Programming Animation: Basic Logic** Learners are introduced to onscreen programming. Learners explore the way a project looks by investigating sprites and backgrounds. They use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program	**I can debug (find and fix a problem) within a simple program.** **Creating Media** **Digital Sound: Making Music** Learners will use a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and nondigitally. Learners will look at patterns and purposefully create music. **CURRICULUM MILESTONES:** **I can create audio using digital technology.** **I can edit and adjust audio using digital technology.**	connecting devices to a network. **CURRICULUM MILESTONES:** **I can identify networked devices around me.** **I can identify inputs and outputs of common computing devices.** **Creating Media** **Animation** Learners will use a range of techniques to plan and create stop-frame animations. Next, they will apply those skills to create a story-based animation. Learners will add other types of media to their animation, such as music and text.	learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions. **CURRICULUM MILESTONES:** **I can use a digital device to collect data automatically.** **I can choose how often to collect data samples.** **Photo Editing** **Digital Design** Photo Manipulation Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the	**I can use grouping and layers in my vector drawing.** **Flat-file Databases** **Data & Information** Learners look at how a flat-file database can be used to organise data in records. Learners use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question and present their work to others. **CURRICULUM MILESTONES:** **I can choose multiple criteria to search data to answer a given question (AND and OR).** **I can choose which attribute to sort data**	**I can recognise the implications of linking to (and using) content owned by other people.** **Data & Information** **Spreadsheets** Children are introduced to the fundamental operations of spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of

	design through the introduction of algorithms. **CURRICULUM MILESTONES:** **I can understand and create algorithms.** **I understand that algorithms must be precise.**		**CURRICULUM MILESTONES:** **I can design and plan for an animation (e.g. stop-frame animation on an iPad).** **I can create and edit an animation.**	impact that editing images can have and evaluate the effectiveness of their choices. **CURRICULUM MILESTONES:** **I can manipulate and adjust images for a particular purpose.** **When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.**	**by to answer a given question.** **I can choose an appropriate graph to visually compare data.**	cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked. **CURRICULUM MILESTONES:** **I can collect data and enter it into a spreadsheet.** **I can recognise that data can be calculated using different operations.** **I can apply a formula to calculate the data I need to answer questions.**
	Summer					
	Grouping Data **Data and Information** Pupils are introduced to	**Creating Media** **Digital Design: Digital Photography** Learners will learn	**Programming A** **Sequence in Music** Children explore the concept of	**Programming A** **Repetition in Shapes** Learners will create programs	**Programming A** **Microbit from 1st Use** Children will use physical computing	**Programming A** **Variables in Games** Variables in games Learners explore

	labelling, grouping and searching - important aspects of data and information. Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.	to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. **CURRICULUM MILESTONES:** **I can use technology to capture and manipulate (position, re-size, rotate) photos as part of a piece of work.** **I can describe ways in which people might make themselves look different online.** **Pictograms** **Data & information** Learners will begin	sequencing in programming. Children are introduced to a programming environment, which will be new to most children. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs. Children will explore all aspects of sequences, building knowledge incrementally. **CURRICULUM MILESTONES:** **I can identify that sprites can be controlled by commands that I choose.** **I can create a sequence of**	by planning, modifying, and testing commands to create shapes and patterns. Learners will use a text-based programming language. **CURRICULUM MILESTONES:** **I can create a program that uses loop commands to achieve a particular outcome.** **I can recognise that the order of commands may produce a different outcome.** **I can identify a way to refactor (improve) my code.** **Repetition in Games** **Logic** Repetition with games Learners will continue to	to explore programming concepts. Children will be introduced to a microcontroller (Microbit) and learn how to connect and program components (including output devices such as built-in LEDs). Children will be introduced to conditions as a means of controlling the flow of actions and explore how these can be used in algorithms and programs through the use of input devices (physical switches /tilts). Children will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if... then...'	the concept of variables in programming. First, pupils will learn what variables are, and relate them to real world examples of values that can be set and changed. Learners will then use variables to create a simulation of a scoreboard. With the Use-Modify-Create model, children will experiment with variables in an existing project, then modify them. They will create their own project and apply their knowledge of variables and design to improve a created game. **CURRICULUM MILESTONES:** **I can create my own variable in a program.**

	CURRICULUM MILESTONES: **I can place items into groups.** **I can decide on labels for groups.** **Digital Writing** **Input Devices & typing** Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text and will be able to justify their reasoning in making these changes. Finally, learners will	to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions. Input Devices & typing Learners continue to practise their typing skills within a variety of cross curricular contexts. They practise key skills such as two-finger scrolling, use of the shift key and editing basic text.	**connected commands.** **Programming B** **Events & Actions** Learners explore the concept of sequencing in programming. Learners are introduced to a programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. Learners will explore all aspects of sequences, building knowledge incrementally. **CURRICULUM MILESTONES:**	explore the concept of repetition in programming using an on-screen coding environment. Learners will compare and contrast this coding environment with the one they explored similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Learners will design and create a game which uses repetition, applying stages of programming	structure) and write algorithms and programs that utilise selection. **CURRICULUM MILESTONES:** **I can explain that instructions in a program will produce specific outcomes.** **I can use a condition in an 'if... then... else...' statement to produce given outcomes.** **Programming B** **Selection in Quizzes** Selection in quizzes Pupils develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if… then… else...' structure can be used to select different outcomes depending on whether a	**I can program the way that a variable changes.** **I can use the value of a variable as a trigger for another event.** **Sensing with Microbits** **Hardware** Applied Microbits Children will bring together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6). Learners will have the opportunity to use all these constructs in a different, but still familiar environment, while also utilising a physical device — the microbit. Learners begin with a simple program

	consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this. **CURRICULUM MILESTONES:** **I can choose letters on a keyboard to create words.** **I can save and retrieve work that I have produced (includes auto-save).**	**CURRICULUM MILESTONES:** **I can enter data into a computer system.** **I can use a computer to present data I can find answers to questions by looking at data.** **I can explain why I should always ask a trusted adult before I share any information about myself online.**	**I can identify a way to improve a program.** **I can debug errors across a sequence of code.** **I can decompose (break into smaller chunks) a programming problem.**	design throughout. **CURRICULUM MILESTONES:** **I can create a program that uses loops to achieve a particular outcome.** **I can recognise that some programs can be run at the same time (concurrency).** **I can explain the outcome of changes to code.**	condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs using an on-screen programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.	for learners to build in and test in the programming environment, before transferring it to their microbit. Learners take on increasingly difficult projects as their skills heighten and progress. **CURRICULUM MILESTONES:** **I can use variables of my own creation within my programs.** **I can program and debug multiple functions on programmable hardware.**

					CURRICULUM MILESTONES: **I can use selection in my programs.** **I can create an 'if... then... else...' statement that will result in different outcomes.** **I can explain that instructions in a program will produce specific outcomes.** **I can create and modify a count or event controlled loop.**	
Digital Literacy						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Operational Core Skills Children use hand-eye coordination to operate devices such as touch-screens and touchpads	**Operational Core Skills** Children will use websites and apps to aid their learning. Children are able to save and retrieve work they have produced. Children learn to move a cursor with the trackpad on a laptop,	**Operational Core Skills** Children will develop their understanding of creating and manipulate text further. Children will become familiar with using a keyboard to enter, edit and remove text. Children will	**Operational Core Skills** Children use software to edit and improve written work from a cross-curricular subject. Children develop their use of the shift key, using numerous basic punctuation marks correctly	**Operational Core Skills** Children further improve their ability to type towards completed work, including more advanced punctuation marks and accuracy. Children use digital spell-check facilities to	**Operational Core Skills** Children will become confident and competent users of web-based programs and apps, combining numerous web-based programs and/or apps to accomplish goals. Children hone and	**Operational Core Skills** Children will look critically at their written on-screen pieces, and re-order on- screen sentences for clarity, purpose or effect. They will be able to type at speed, with accurate spelling and a range of

		also consider how to change the appearance of text and will be able to justify their reasoning in making such changes. Children will consider the differences between using a computer to create text, and handwritten approaches. Children practise key skills such as two-finger scrolling, use of the shift key for capital letters, and deleting chosen parts of on- screen text.	within their on-screen writing. Children type to achieve a completed written piece that can be printed or published directly to the internet. Children use specific typing software to Improve keyboard skills and awareness.	locate and correct spelling mistakes. Children will use multiple tabs within a web browser or move between different apps as part of a task.	improve their ability to type and improve on-screen written work and continue to access typing practise software to develop this area. Children use digital thesaurus facilities to replace words and phrases with better choices.	correctly incorporated punctuation. Children will use digital spelling checkers and thesaurus facilities with confidence.
Internet Safety Children explore internet safety concepts at an appropriate level through retelling of stories and discussion.	**Internet Safety** Children give examples of when and how to speak to an adult when they need to. Children recognise some ways in which the	**Internet Safety** Children describe ways in which people might make themselves look different online. Children explain some risks of communicating	**Internet Safety** Children describe ways in which media can shape ideas about gender. Children explain how their own and other	**Internet Safety** Children explain how their online identity can be different to the identity they present in 'real life'. Children explain what it means to	**Internet Safety** Children explain how identity online can be copied, modified or altered. Children explain how impulsive and rash communications	**Internet Safety** Children explain how they can represent themselves in different ways online. Children demonstrate how they would support

Children explore safe use of technology along with other physical items within their settings,	internet can be used to communicate. Children describe what information I should not put online without asking a trusted adult first. Children describe how to behave online in ways that do not upset others. Children identify devices they could use to access information on the internet. Children explain rules to keep us safe when we are using technology both in and beyond the home. Children identify some simple examples of personal	online with others they don't know well. Children explain how information put online about them can last for a long time. Children describe how to behave online in ways that do not upset others. Children demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections). Children create rules for using technology safely. Children explain why they should always ask a trusted adult before they share	people's feelings can be hurt by what is said or written online. Children know who they should ask if they are not sure if they should put something online. Children describe rules about how to behave online and how to follow them. Children evaluate digital content and can explain how to make choices from search results. Children identify situations where they might need to limit the amount of time they use technology.	'know someone' online and why this might be different from knowing someone in real life. Children describe how they can find out information about someone by looking online. Children explain why they need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). Children analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.	online may cause problems. Children describe ways that information about people online can be used by others to make judgments about an individual.) Children explain how they would report online bullying on the apps and platforms that they use. Children explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. Children describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	others (including those who are having difficulties) online. Children describe some simple ways that help build a positive online reputation. Children identify a range of ways to report concerns both in school and at home about online bullying. Children demonstrate strategies to enable them to analyse and evaluate the validity of 'facts. Children explain why using these strategies are important. Children assess and action different strategies to limit the impact of technology on

	information (e.g. name, address, birthday, age, location). Children name their work so that others know it belongs to them.	information about themselves online. Children recognise that content on the internet may belong to other people.	Children describe simple strategies for creating and keeping passwords private. Children explain why copying someone else's work from the internet without permission can cause problems.	Children understand what criteria have to be met before something is a 'fact'. Children describe ways technology can affect healthy sleep and can describe some of the issues. Children explain how internet use can be monitored. Children assess and justify when it is acceptable to use the work of others.	Children explain how lots of free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Children demonstrate the use of search tools to find and access online content which can be reused by others.	their health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). Children describe ways in which some online content targets people to gain money or information illegally; children describe strategies to help them identify such content (e.g. scams, phishing). Children demonstrate how to make references to and acknowledge sources they have used from the internet.