

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	Computer systems and networks	Computer systems and networks	Computer systems and networks	Computer systems and networks	Computer systems and networks	Computer systems and networks
Unit names	Programming a and b Technology around us Moving a robot Programming animations	Programming a and b IT around us Robot algorithms Programming quizzes	Programming a and b Connecting Computers Sequencing sounds Events and actions in programs	Programming a and b The internet Repetition in shapes Repetition in games	Programming a and b Systems & searching Selection in physical computing Selection in quizzes	Programming a and b Communication & collaboration Variables in games Sensing movement
Enquiry questions:	How does technology make our lives easier? How can I use technology to make things happen?	How does technology make our lives easier? How can I use technology to make things happen?	How does technology make our lives easier? How can I use technology to make things happen?	How does technology make our lives easier? How can I use technology to make things happen?	How does technology make our lives easier? How can I use technology to make things happen?	How does technology make our lives easier? How can I use technology to make things happen?
Computer Science How computers and computer systems work and how they are designed and programmed	<ul style="list-style-type: none"> - Identify technology. - Identify a computer and its main parts. - Use a mouse. - Use a keyboard. - Use technology safely. - Explain what a command will do. - Give and follow instructions. - Use direction commands. - Combine four direction commands to make a sequence. - Plan a simple program on a floor robot. - Debug a simple program. - Choose a command for a purpose. - Join commands together. - Identify the effect of changing a value. - Create algorithms for sprites on Scratch Jr. - Create a simple programme on Scratch Jr. 	<ul style="list-style-type: none"> - Recognises uses and features of IT. - Identify IT in and out of school. - Explain how to use IT safely. - Describe a series of instructions in a sequence. - Explain what happens when we change the order of instructions. - Predict the outcome of a program on a floor robot. - Design an algorithm for a floor robot. - Create and debug a program on a floor robot. - Explain that a sequence of commands has a start and an outcome. - Create a program using a given design and change it on Scratch Jr. - Create a program using my own design on Scratch Jr. 	<ul style="list-style-type: none"> - Explain how digital devices function. - Identify input and output devices. - Explain how a computer network can be used to share information. - Explore how digital devices can be connected. - Recognise physical components of a network. - Explore a new programming environment – Scratch. - Identify commands have an outcome. - Explain that a program has a start. - Recognise that a sequence of commands can have an order. - Change the appearance of a project on Scratch. - Create a project from a description. - Create a program to move a sprite. - Adapt a program to a new context. - Add features to a program. - Identify and fix bugs in a program. - Design and create a maze-based challenge. 	<ul style="list-style-type: none"> - Describe how networks physically connect to other networks. - Recognise how networked devices make up the internet. - Outline how information can be shared via the World Wide Web (WWW). - Describe how content can be added and accessed on the WWW. - Recognise how the content of the World Wide Web is created by people. - Evaluate the reliability of content and the consequences of unreliable content. - Identify that accuracy in programming is important. - Create a program in a text-based language. - Explain what 'repeat' means. - Modify a count-controlled loop to produce a given outcome. - Decompose a task into small steps. - Create a program that uses count-controlled loops to produce a given outcome. - Develop the use of count-controlled loops in a different programming environment. - Explain that in programming there are infinite loops and count-controlled loops. - Develop a design that includes two or more loops which run at the same time. - Modify an infinite loop in a given program. - Design a project that includes repetition. - Create a project that includes repetition. 	<ul style="list-style-type: none"> - Explain that computers can be connected together to form systems. - Recognise the role of computer systems in our lives. - Experiment with search engines. - Describe how search engines select results. - Explain how search results are ranked. - Recognise why the order of results is important, and to whom. - Control a simple circuit connected to a computer. - Write a program that includes count-controlled loops. - Explain that a loop will stop when a condition is met. - Explain that a loop can be used to repeatedly check whether a condition has been met. - Design a physical project that includes selection. - Create a program that controls a physical computing project. - Explain how selection is used in computer programs. - Relate that a conditional statement connects a condition to an outcome. - Explain how selection directs the flow of a program. - Design a program that uses selection. - Create a program that uses selection. - Evaluate my program. 	<ul style="list-style-type: none"> - Explain the importance of internet addresses. - Recognise how data is transferred across the internet. - Explain how sharing information online can help people to work together. - Evaluate different ways of working together online. - Recognise how we communicate using technology. - Evaluate different methods of online communication. - Define a 'variable' as something that is changeable. - Explain why a variable is used in a program. - Choose how to improve a game by using variables. - Design a project that builds on a given example. - Use my design to create a project. - Evaluate my project. - Create a program to run on a controllable device. - Explain that selection can control the flow of a program. - Update a variable with a user input. - Use a conditional statement to compare a variable to a value. - Design a project that uses inputs and outputs on a controllable device. - Develop a program to use inputs and outputs on a controllable device.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	Creating media unit 2 and 5	Creating media unit 2 and 5	Creating media unit 2 and 5	Creating media unit 2 and 5	Creating media unit 2 and 5	Creating media unit 2 and 5
Unit names	Data and information Digital painting Digital writing Grouping data	Data and information Digital photography Digital music Pictograms	Data and information Stop-frame animation Desktop publishing Branching databases	Data and information Audio production Photo editing Data logging	Data and information Video production Introduction to vector graphics Flat file databases	Data and information Web page creation 3D modelling Spreadsheets
Enquiry questions:	How can I be creative and express myself with technology? How can technology help me organise information?	How can I be creative and express myself with technology? How can technology help me organise information?	How can I be creative and express myself with technology? How can technology help me organise information?	How can I be creative and express myself with technology? How can technology help me organise information?	How can I be creative and express myself with technology? How can technology help me organise information?	How can I be creative and express myself with technology? How can technology help me organise information?
Information Technology The purposeful use of existing programs to develop products and solutions	<ul style="list-style-type: none"> - Describe what freehand tools do. - Use the shape tool and the line tool. - Make careful choices when painting a digital picture. - Explain why I chose the tools I used. - Use computer to paint a picture. - Compare painting a picture on a computer and on paper. - Use a computer to write. - Add and remove text on a computer. - Identify that the look of text can be changed on a computer. - Make careful choices when changing text. - Explain why I used the tools that I chose. - Compare typing on a computer to writing on paper. - Label objects. - Identify that objects can be counted. - Describe an object in different ways. - Count objects with the same features. - Compare groups of objects. - Answer questions about groups of objects. 	<ul style="list-style-type: none"> - Use a digital device to take a photograph. - Make choices when taking a photograph. - Describe what makes a good photograph. - Decide how photographs can be improved. - Know how to use tools to change an image. - Recognise that photos can be changed. - Say how music can make us feel. - Identify that there are patterns in music. - Experiment with sound using a computer. - Use a computer to create a musical pattern. - Create music for a purpose. - Review and refine our computer work. - Recognise that we can count and compare objects using tally charts. - Recognise that objects can be represented by pictures. - Create a pictogram. - Select objects by attribute and make comparisons. - Recognise that people can be described by attributes. - Explain that we can present information using a computer. 	<ul style="list-style-type: none"> - Explain that animation is a sequence of drawings or photographs. - Relate animated movement with a sequence of images. - Plan an animation. - Identify the need to work consistently and carefully. - Review and improve an animation. - Evaluate the impact of adding other media to an animation. - Recognise how text and images communicate information. - Recognise that text and layout can be edited. - Choose appropriate page settings. - Add content to a desktop publishing document. - Consider how different layouts suit different purposes. - Consider the benefits of desktop publishing. - Create questions with yes/no answers. - Identify the attributes needed to collect data about an object. - Create a branching database. - Explain why it is helpful for a database to be well structured. - Plan the structure of a branching database. - Independently create an identification tool. 	<ul style="list-style-type: none"> - Independently create an identification tool. - Explain that audio recordings can be edited. - Recognise the different parts of creating a podcast project. - Apply audio editing skills independently. - Combine audio to enhance my podcast project. - Evaluate the effective use of audio. - Explain that the composition of digital images can be changed. - Explain that colours can be changed in digital images. - Explain how cloning can be used in photo editing. - Explain that images can be combined - Combine images for a purpose. - Evaluate how changes can improve an image. - Explain that data gathered over time can be used to answer questions. - Use a digital device to collect data automatically. - Explain that a data logger collects 'data points' from sensors over time. - Recognise how a computer can help us analyse data. - Identify the data needed to answer questions. - Use data from sensors to answer questions. 	<ul style="list-style-type: none"> - Explain what makes a video effective. - Use a digital device to record video. - Capture video using a range of techniques. - Create a storyboard. - Identify that video can be improved through reshooting and editing. - Improve a video after filming. - Identify that drawing tools can be used to produce different outcomes. - Create a vector drawing by combining shapes. - Use tools to achieve a desired effect. - Recognise that vector drawings consist of layers of objects. - Group objects to make them easier to work with. - Apply what I have learned about vector drawings. - Use a form to record information. - Compare paper and computer-based databases. - Outline how you can answer questions by grouping and then sorting data. - Explain that tools can be used to select specific data. - Explain that computer programs can be used to compare data visually. - Use a real-world database to answer questions. 	<ul style="list-style-type: none"> - Review an existing web page and consider its structure. - Plan the features of a web page. - Consider the ownership and use of images (copyright). - Recognise the need to preview pages. - Outline the need for a navigation path. - Recognise the implications of linking to content owned by other people. - Recognise that you can work in three dimensions on a computer. - Identify that digital 3D objects can be modified. - Recognise that objects can be combined in a 3D model. - Create a 3D model for a given purpose. - Plan my own 3D model. - Create my own digital 3D model. - Create a data set in a spreadsheet. - Build a data set in a spreadsheet. - Explain that formulas can be used to produce calculated data. - Apply formulas to data. - Create a spreadsheet to plan an event. - Choose suitable ways to present data.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Digital Literacy (E-Safety)</p> <p>The skills and knowledge needed in order to participate fully and safely in an increasingly digital world. <i>Project Evolve links can be found on the unit guides.</i></p>	<p>Privacy and Security:</p> <ul style="list-style-type: none"> - I can explain how passwords are used to protect information, accounts and devices. - I can recognise more detailed examples of information that is personal to someone. - I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 	<p>Privacy and Security:</p> <ul style="list-style-type: none"> - I can explain how passwords can be used to protect information, accounts and devices. - I can explain and give examples of what is meant by 'private' and 'keeping things private' - I can describe and explain some rules for keeping personal information private. - I can explain how some people may have devices in their homes connected to the internet and give examples. 	<p>Privacy and Security:</p> <ul style="list-style-type: none"> - I can describe simple strategies for creating and keeping passwords private. - I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. - I can describe how connected devices can collect and share anyone's information with others. 	<p>Privacy and Security:</p> <ul style="list-style-type: none"> - I can describe strategies for keeping personal information private, depending on context. - I can explain that internet use is never fully private and is monitored. - I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. - I know what the digital age of consent is and the impact this has on online services asking for consent. 	<p>Privacy and Security:</p> <ul style="list-style-type: none"> - I can explain what a strong password is and demonstrate how to create one. - I can explain how many free apps or services may read and share private information with others. - I can explain what app permissions are and can give some examples. 	<p>Privacy and Security:</p> <ul style="list-style-type: none"> - I can describe effective ways people can manage passwords. - I can explain what to do if a password is shared, lost or stolen. - I can describe how and why people should keep their software and apps up to date. - I can describe simple ways to increase privacy on apps and services that provide privacy settings. - I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content. - I know that online services have terms and conditions that govern their use.
	<p>Health, well-being and lifestyle:</p> <ul style="list-style-type: none"> - I can explain rules to keep myself safe when using technology both in and beyond the home. 	<p>Health, well-being and lifestyle:</p> <ul style="list-style-type: none"> - I can explain simple guidance for using technology in different environments and settings. - I can say how those rules / guides can help anyone accessing online technologies. 	<p>Health, well-being and lifestyle:</p> <ul style="list-style-type: none"> - I can 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. - I can explain 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. 	<p>Health, well-being and lifestyle:</p> <ul style="list-style-type: none"> - I can explain how using technology can be a distraction from other things, in both a positive and negative way. - I can identify times or situations when someone may need to limit the amount of time they use technology. 	<p>Health, well-being and lifestyle:</p> <ul style="list-style-type: none"> - I can describe ways technology can affect health and well-being both positively and negatively. - I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. - I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. - I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing. 	<p>Health, well-being and lifestyle:</p> <ul style="list-style-type: none"> - I can describe common systems that regulate age-related content and describe their purpose. - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. - I can recognise features of persuasive design and how they are used to keep users engaged. - I can assess and action different strategies to limit the impact of technology on health.
	<p>Self-image and identity:</p> <ul style="list-style-type: none"> - I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. - 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 and how they can help. 	<p>Self-image and identity:</p> <ul style="list-style-type: none"> - I can explain how other people may look and act differently online and offline. - I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. 	<p>Self-image and identity:</p> <ul style="list-style-type: none"> - I can explain what is meant by the term 'identity'. - I can explain how people can represent themselves in different ways online. - I can explain ways in which someone might change their identity depending on what they are doing online and why. 	<p>Self-image and identity:</p> <ul style="list-style-type: none"> - I can explain how my online identity can be different to my offline identity. - I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. - I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 	<p>Self-image and identity:</p> <ul style="list-style-type: none"> - I can explain how identity online can be copied, modified or altered. - I can demonstrate how to make responsible choices about having an online identity, depending on context. 	<p>Self-image and identity:</p> <ul style="list-style-type: none"> - I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. - I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. - I can explain the importance of asking until I get the help needed.

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<p>Online relationships:</p> <ul style="list-style-type: none"> - I can give examples of when I should ask permission to do something online and explain why this is important. - I can use the internet with adult support to communicate with people I know. - I can explain why it is important to be considerate and kind to people online and to respect their choices. - I can explain why things one person finds funny or sad online may not always be seen in the same way by others. 	<p>Online relationships:</p> <ul style="list-style-type: none"> - I can 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. - I can explain who I should ask before sharing things about myself or others online. - I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. - I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. - I can identify who can help me if something happens online without my consent. - I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. - I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. 	<p>Online relationships:</p> <ul style="list-style-type: none"> - I can describe ways people who have similar likes and interests can get together online. - I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. - I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. - I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. - I can explain how someone's feelings can be hurt by what is said or written online. - I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline. 	<p>Online relationships:</p> <ul style="list-style-type: none"> - I can describe strategies for safe and fun experiences in a range of online social environments. - I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. - I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 	<p>Online relationships:</p> <ul style="list-style-type: none"> - I can give examples of technology-specific forms of communication. - I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. - I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. - I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. - I can demonstrate how to support others online. 	<p>Online relationships:</p> <ul style="list-style-type: none"> - I can explain how sharing something online may have an impact either positively or negatively. - I can 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. - I can describe how things shared privately online can have unintended consequences for others. - I can explain that taking or sharing inappropriate images of someone, even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
<p>Copyright and ownership:</p> <ul style="list-style-type: none"> - I can explain why work I create using technology belongs to me - I can say why it belongs to me. - I can save my work under a suitable title or name so that others know it belongs to me. - I understand that work created by others does not belong to me even if I save a copy. 	<p>Copyright and ownership:</p> <ul style="list-style-type: none"> - I can recognise that content on the internet may belong to other people. - I can describe why other people's work belongs to them. 	<p>Copyright and ownership:</p> <ul style="list-style-type: none"> - I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. 	<p>Copyright and ownership:</p> <ul style="list-style-type: none"> - 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. - I can give some simple examples of content which I must not use without permission from the owner. 	<p>Copyright and ownership:</p> <ul style="list-style-type: none"> - I can assess and justify when it is acceptable to use the work of others. - I can give examples of content that is permitted to be reused and know how this content can be found online. 	<p>Copyright and ownership:</p> <ul style="list-style-type: none"> - I can demonstrate the use of search tools to find and access online content which can be reused by others. - I can demonstrate how to make references to and acknowledge sources I have used from the internet.
<p>Managing online information:</p> <ul style="list-style-type: none"> - I can give simple examples of how to find information using digital technologies. - I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. 	<p>Managing online information:</p> <ul style="list-style-type: none"> - I can use simple keywords in search engines. - I can demonstrate how to navigate a simple webpage to get to information I need. - I can explain what voice activated searching is and how it might be used, and know it is not a real person. - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. - I can explain why some information I find online may not be real or true. 	<p>Managing online information:</p> <ul style="list-style-type: none"> - I can demonstrate how to use key phrases in search engines to gather accurate information online. - I can explain what autocomplete is and how to choose the best suggestion. - I can explain how the internet can be used to sell and buy things. - I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online. - I can explain that not all opinions shared may be accepted as true or fair by others. - I can describe and demonstrate how we can get help from a trusted adult if 	<p>Managing online information:</p> <ul style="list-style-type: none"> - I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. - I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. - I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online. 	<p>Managing online information:</p> <ul style="list-style-type: none"> - I can explain the benefits and limitations of using different types of search technologies. I can explain how some technology can limit the information I am presented with. - I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. - I can evaluate digital content and can explain how to make choices about what is trustworthy. - I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. - I can identify ways the internet can draw us to information for different agendas. 	<p>Managing online information:</p> <ul style="list-style-type: none"> - I can explain how search engines work and how results are selected and ranked. - I can explain how to use search technologies effectively. - I can describe how some online information can be opinion and can offer examples. - I can explain 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. - I can define the terms 'influence', 'manipulation' and 'persuasion' and

<p>Digital Literacy (E-Safety) The skills and knowledge needed in order to participate fully and safely in an increasingly digital world. <i>Project Evolve links can be found on the unit guides.</i></p>			<p>we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<ul style="list-style-type: none"> - I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. - I can explain that technology can be designed to act like or impersonate living things and describe what the benefits and the risks might be. - I can explain what is meant by fake news. 	<ul style="list-style-type: none"> - I can describe ways of identifying when online content has been commercially sponsored or boosted. - I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. - I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. - I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. 	<p>explain how someone might encounter these online.</p> <ul style="list-style-type: none"> - I understand the concept of persuasive design and how it can be used to influence peoples' choices. - I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. - I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. - I can describe the difference between online misinformation and dis-information. - I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen. - I can identify, flag and report inappropriate content.
	<p>Online reputation: - I can recognise that information can stay online and could be copied. - I can describe what information I should not put online without asking a trusted adult first.</p>	<p>Online reputation: - I can explain how information put online about someone can last for a long time. - I can describe how anyone's online information could be seen by others. - I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>Online reputation: - I can explain how to search for information about others online. - I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. - I can explain who someone can ask if they are unsure about putting something online.</p>	<p>Online reputation: - I can describe how to find out information about others by searching online. - I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>Online reputation: - I can search for information about an individual online and summarise the information found. - I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p>	<p>Online reputation: - I can explain the ways in which anyone can develop a positive online reputation. - I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>
	<p>Online bullying: - I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>Online bullying: - I can explain what bullying is, how people may bully others and how bullying can make someone feel. - I can explain why anyone who experiences bullying is not to blame. - I can talk about how anyone experiencing bullying can get help.</p>	<p>Online bullying: - I can describe appropriate ways to behave towards other people online and why this is important. - I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>Online bullying: - I can recognise when someone is upset, hurt or angry online. - I can describe ways people can be bullied through a range of media. - I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them.</p>	<p>Online bullying: - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. - I can describe how what one person perceives as playful joking and teasing might be experienced by others as bullying. - I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. - I can identify a range of ways to report concerns and access support both in school and at home about online bullying. - I can explain how to block abusive users. - I can describe the helpline services which can help people experiencing bullying, and how to access them.</p>	<p>Online bullying: - I can describe how to capture bullying content as evidence to share with others who can help me. - I can explain how someone would report online bullying in different contexts.</p>

