

Self-image & Identify

Online Relationships

Health, well-being and lifestyle

Online Reputation

Privacy and security

Copyright and ownership

...explain what a strong password is and demonstrate how to create one.

...explain what app permissions are and can give some examples.

... explain how identity online can be copied, modified or altered.

...demonstrate how to make responsible choices about having an online identity, depending on context.

...explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.

...search for information about an individual online and summarise the information found.

describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

...give examples of specific forms of communication (e.g. emojis, memes and GIFs).

...describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.

...describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

...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.

...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.

...demonstrate how to support others (including those who are having difficulties) online.

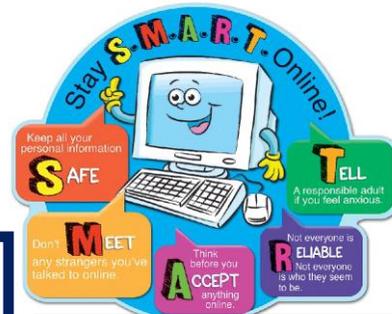
...explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.

...assess and justify when it is acceptable to use the work of others.

...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. (e.g. gaming communities or social media groups).

...explain how someone can get help if they are having problems and identify when to tell a trusted adult.

...give examples of content that is permitted to be reused and know how this content can be found online.



A Y5 Digital Citizen 'I can...'

...recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

...explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.

...evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

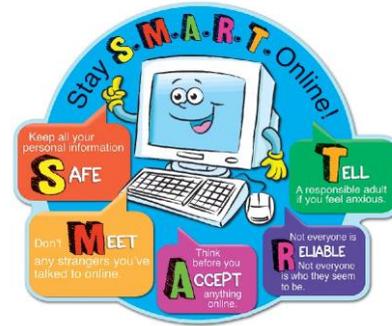
...explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.

...identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.

...describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.

...explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.

...explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.



...describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).

A Y5 Digital Citizen 'I can...'

...identify a range of ways to report concerns and access support both in school and at home about online bullying.

...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.

...explain how to block abusive users.

...describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

...describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

...explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

■ Computer Science (Algorithms and programming)
 ■ Creative Media
 ■ Data & Information
 ■ Digital literacy

Understand the importance of testing and evaluating programs as I go.

...use a variety of tools to create a program

recognise how networked devices make up the internet

...describe how networks physically connect to other networks

explain and modify infinite loops and count controlled loops

To outline how websites can be shared via the World Wide

describe how content can be added and accessed on the World Wide Web

develop a design that includes two or more loops which run at the same time

navigate using an internet browser

...recognise and predict an error in a program and debug it.

use repeat instructions to draw regular shapes on screen on commands

...use a digital device to record data to answer given questions.

...use a keyboard confidently and make use of a spellchecker to write and review my work.

design a project that includes repetition

explain that a digital recording is stored as a file

A Y5 Digital learner 'I can...'

identify data that can be gathered and suggest questions that can be answered using a given data set.

make turns specifying the degrees

manipulate text, underline text, centre text, change font and size and save text to a folder

select, download, import and export media, including the use of copy and paste.

...collect data and identify where it could be inaccurate.

Interpret, present and draw conclusion from the data I have collected.

Capture images and audio on a range of digital devices, understanding the inputs and outputs needed to play and record

choose appropriate tools to edit selected media, evaluating the impact of my publication.

...plan, create and search a database to answer questions.

