

Uplands Computing Progression of Skills 2021-2022

ONLINE SAFETY		
<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> • Co2/1.4 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. • Co2/1.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Co2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
<p><u>Prior Learning (Year 2)</u></p> <ul style="list-style-type: none"> • Co2/1.5 recognise common uses of information technology beyond school • Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> -Online Rules -Regulated -Learning/Home Environment -Harmful -Guides -Limitations -Access -Digital Balance -Positive/Negative Impact/Activities -Regular Breaks -Pressure -Screen Time -Persuasive -Age restrictions/Ratings -Strategies -Content -Distraction -Engagement -Time Spent -Well-being -health/healthy -Sleep pattern -Symptoms -Benefits -Accurate -Trustworthy -Consequences -Lott Boxes -In-app purchases -Age related content -BBFC symbols 	<p><u>Apps & Links</u></p> <p>Project Evolve Jigsaw</p>

**Progression of Skills
Health, Well-being and Lifestyle**

Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
<p>I know a range of simple health/ well-being issues on which technology can impact. -I recognise that rules and guidance can vary by context.</p>	<p>I know why spending too much time using technology can sometimes have a negative impact on anyone.</p>	<p>- I know how using technology can be a distraction from other things, in both a positive and negative way. - I have an awareness of the effects of over engagement on physical health, wellbeing, relationships and work.</p>	<p>-I understand simple properties of healthy sleep. - I understand 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 know what a trusted source of online website/information looks like. - I show an understanding of 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. - I know that I should always ask permission when making an online purchase.</p>	<p>- I understand content rating symbols and describe what they mean/what content they may cover (e.g. PEGI icons for content, BBFC symbols for age ratings, etc.) -I show some understanding of the purpose and limitations of these systems (e.g. purpose is to inform about the themes present in the content, not all content is age regulated, not all content is covered under the same rating system.) - I understand how technology can place pressure on someone. -I know how to positively address peer pressure and can apply this in online situations. - I know the features of persuasive design and how they are used to keep users engaged (current and future use.)</p>
Skills:	Skills:	Skills:	Skills:	Skills:
<p>- I can explain simple guidance for using technology in</p>	<p>-I can give some examples of both positive and negative</p>	<p>- I can give examples of tech/online activities that</p>	<p>- I can describe ways technology can affect health</p>	<p>- I can describe common systems that regulate age-</p>

<p>different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <ul style="list-style-type: none"> - I can explain how I can reduce the impact of these issues when using technology. -I can explain ways in which I can self-manage my use of technology with support from my parent/carer/mentor. -I can demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc.- I can explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc. 	<p>activities where it is easy to spend a lot of time engaged.</p> <ul style="list-style-type: none"> - I can explain the positive impact of using technology and the internet. - I can give examples of tech/online activities that they (could) engage with for extended periods of time. -I can explain the negative impact of excessive technology use on health and bodies. -I can explain the negative impact of excessive technology use on thoughts and feelings. - I can explain the negative impact of excessive technology use on relationships and work (e.g. homework/chores/etc.) - I can list and explain simple rules/strategies to reduce the impact of these issues. 	<p>effectively hold my attention and engagement.</p> <ul style="list-style-type: none"> - I can explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...) -I can recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.) - I can give examples of what happens when I have been online for too long. -I can identify times when someone might need to limit the amount of time they use technology. 	<p>and well-being both positively (e.g. mindfulness apps) and negatively.</p> <ul style="list-style-type: none"> - I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. -I can recount simple benefits of sleep on body's health. -I can offer suggestions on how use of technology before sleep could affect quality of sleep. - I can identify activities when using technology that could negatively impact on sleep. - I can offer simple strategies to manage technology before bedtime. - I can differentiate between fact and fake information. -I can make a balanced judgement when researching information online. - I can explain what in-app purchasing is (including loot boxes). - I can identify the benefits but also the risks of in-app purchases. 	<p>related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <ul style="list-style-type: none"> -I can demonstrate an awareness of why some content is age regulated (e.g. affects mood, affects thinking, may result in emulation, could result in harm?) -I can recognise and discuss the pressures that technology can place on someone and how / when they could manage this. - I can identify examples of persuasive design. -I can briefly explain the purpose of features that persuade or nudge users into certain behaviours. -I can consider strategies for mitigating the effects of persuasive design on technology use. - I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
--	--	--	---	--