# Bugle School

Aspire Academy Trust

## Computing Curriculum

# Computing Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Year 1 | Computer Science: Hardware  | Computer Science: Programming  | Digital Literacy  | Digital Literacy  | Information Technology | Information Technology |
| Year 2 | Computer Science: Programming & Hardware  | Computer Science: Programming & Hardware  | Digital Literacy  | Digital Literacy  | Information Technology | Information Technology |
| Year 3 | Digital Literacy  | Digital Literacy  | Computer Science: Programming & Hardware  | Computer Science: Programming & Hardware  | Information Technology | Information Technology |
| Year 4 | Digital Literacy  | Digital Literacy  | Computer Science: Programming & Hardware  | Computer Science: Programming & Hardware  | Information Technology | Information Technology |
| Year 5 | Digital Literacy  | Digital Literacy  | Computer Science: Programming & Hardware  | Computer Science: Programming & Hardware  | Information Technology | Information Technology |
| Year 6 | Digital Literacy  | Digital Literacy  | Computer Science: Programming & Hardware  | Computer Science: Programming & Hardware  | Information Technology | Information Technology |

# Computing: Progression of Knowledge and Understanding

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Computer Science** | | | | | | |
| ***Programming*** | *I can understand and create **algorithms** in order (steps or rules as instructions, e.g. how to make a sandwich)*<br><br>*I understand that algorithms must be precise and accurate* | *I can **predict** the behaviour of simple programs*<br><br>*I can create and run a **program** (an algorithm or multiple algorithms that can be understood by a computer)*<br><br>*I can **debug** (find and fix a problem) within a simple program* | *I can use **selection** in my programs. (Also known as **conditionals** or **When / Then** statements). (e.g. When space bar is pressed, then sprite jumps)*<br><br>*I can use **repetition** (sometimes referred to as **loops**) in my programs.* | *I can create **variables** within my programs (e.g. a timer, score)*<br><br>*I can **debug** programs multiple times to accomplish specific goals* | *I can write code that uses **variables** as a **condition** for **selection** (e.g. use a variable to select which lighting pattern will run on a set of traffic lights)*<br><br>*I can **decompose** (break into smaller chunks) a programming problem* | *I can use a **random** function in my code for purposeful effect (e.g. a program randomly chooses a number from 1-4 and displays a corresponding statement)*<br><br>*I can produce a multi-function, debugged program that uses **variables**, **selection** and **repetition.*** |
| ***Controlling hardware and machines*** | *I can identify the major parts of **digital devices** (e.g. keyboard, screen, power, batteries, touchscreen, power button and trackpad)* | *I understand that **digital devices** run programs that have been created by humans* | *I can identify **inputs** of common computing devices (e.g keyboard, temperature sensor, tilting a device)*<br><br>*I can identify the **outputs** of common computing devices (e.g. display on a screen, Bluetooth signal, print)* | *I can control or simulate **programmable hardware** (e.g. a Sphero robot)* | *I can create code that acts on multiple **inputs***<br><br>*I can create code that produces multiple **outputs*** | *I can **program** and **debug** multiple functions on programmable hardware (e.g. with a Microbit)* |

# Computing: Progression of Knowledge and Understanding

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Information Technology** | | | | | | |
| ***Operate, Understand and Implement*** | *I can use **apps** and **websites** to help my learning*<br><br>*I can **save and find** work that I have produced (includes **auto-save**)*<br><br>*I can move a **cursor** with the trackpad and **click** on an icon* | *I can **type** and **edit** text*<br><br>*I can use **two-finger scrolling** on a touchpad*<br><br>*I understand that **emails** and other digital communications can be sent and received from various types of digital device* | *I know how to **search** for items on the internet*<br><br>*I can use technology to organise and manipulate **digital content***<br><br>*I can **type** to achieve a specific goal*<br><br>*I can perform a **two-finger click** to access additional options* | *I can **present** collected information or data to a group or audience*<br><br>*I can **type** to achieve a specific goal, including accurate punctuation and spelling check*<br><br>*I can use technical vocabulary to describe how computing equipment and networks function, including **storage** (e.g. USB drives, Google drive), **apps** and the **world wide web*** | *I can edit and improve **on-screen writing**, including digital thesaurus use*<br><br>*I can **collaborate** meaningfully with **networked technologies** (for example, within a shared document or shared workspace)*<br><br>*I can combine a variety of **software** (programs that run on computers) to accomplish given goals* | *I can collect and **analyse** data or information using technology (e.g. use a spreadsheet to produce a graph)*<br><br>*I can make document **layout** and **design** decisions based on purpose (e.g. format a formal letter)*<br><br>*I can **re-order** on-screen sentences for clarity, purpose or effect* |
| ***Multimedia and Sound*** | *I can use a **digital device** to capture photos (e.g. with an iPad)* | *I can use **technology** to capture and manipulate (position, re-size, rotate) photos as part of a piece of work* | *I can create **video** as part of my learning (e.g. using an iPad)*<br><br>*I can create an **animation** (e.g. stop-frame animation on an iPad)* | *I can create sound, music or a **podcast** using digital technology*<br><br>*I can create a **3D graphic** using computer-aided design software (e.g. using TInkercad)* | *I can edit **video**, bringing together different media elements (e.g. stills, video, captions and sound) to produce an effective final product*<br><br>*I can storyboard and create an **animation*** | *I can design, create and edit sound, music, or a podcast using digital technology*<br><br>*I can design, create and modify 3D graphics for purpose using computer-aided design software (e.g. using Tinkercad)* |

# Computing: Progression of Knowledge and Understanding

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Digital Literacy** | | | | | | |
| ***Self-image and Identity*** | *If something happens that makes me feel sad, worried, uncomfortable or frightened I can say how and when to speak to an adult I can trust.* | *I can describe ways in which people might make themselves look different online.* | *I can describe ways in which media can shape ideas about gender.* | *I can explain how my online identity can be different to the identity I present in 'real life'.* | *I can explain how identity online can be copied, modified or altered.* | *I can explain how I can represent myself in different ways online.* |
| ***Online relationships*** | *I can know some ways in which the **internet** can be used to talk.* | *I can explain some risks of communicating **online** with others I don't know well.* | *I can explain how mine and other people's feelings can be hurt by what is said or written online.* | *I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.* | *I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).* | *I can demonstrate how I would support others (including those who are having difficulties) online.* |
| ***Online reputation*** | *I can say which information I should not put **online** without asking a trusted adult first.* | *I can explain how information put online about me can last for a long time.* | *I know who I should ask if I am not sure if I should put something online.* | *I can describe how others can find out information about me by looking online.* | *I can describe ways that information about people online can be used by others to make judgments about an individual.* | *I can describe some simple ways that help build a positive online reputation.* |
| ***Online bullying*** | I can say how to behave online in ways that do not upset others | | *I can describe rules about how to behave online and how I follow them.* | I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). | I can explain how I would report online bullying on the apps and platforms that I use. | I can identify a range of ways to report concerns both in school and at home about online bullying. |

# Computing: Progression of Knowledge and Understanding

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Digital Literacy** | | | | | | |
| ***Managing online information*** | *I can identify devices I could use to access information on the internet.* | *I can show how to move around a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).* | *I can evaluate digital content and can explain how I make choices from search results.* | *I can **analyse** information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'* | *I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.* | *I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.* |
| ***Health, well-being and lifestyle*** | *I can explain rules to keep us safe when we are using technology both in and beyond the home.* | *I can explain how the rules for keeping us safe work when using technology.* | *I can identify when I might need to limit the amount of time I use technology.* | *I can describe ways technology can affect healthy sleep and can describe some of the issues.* | *I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.* | *I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).* |
| ***Privacy and security*** | *I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).* | *I can explain why I should always ask a trusted adult before I share any information about myself online.* | *I can describe simple strategies for creating and keeping passwords private.* | *I can explain how internet use can be monitored.* | *I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.* | *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 (e.g. scams, phishing).* |
| ***Copyright and ownership*** | *I can name my work so that others know it belongs to me.* | *I can see that content on the internet may belong to other people.* | *I can explain why copying someone else's work from the internet without permission can cause problems.* | *I can assess and justify when it is acceptable to use the work of others.* | *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.* |

# Computing Skills Knowledge Organiser: Year 1

## Computer Science: Hardware

I can identify the major parts of digital devices: **keyboard, screen, power, batteries, touchscreen, power button, and trackpad**

I can identify devices I could use to access information on the internet

## Information technology: Operate Understand and Implement

I can use **apps** and websites to help my learning

I can **save** and find work that I have produced (includes auto-save)

I can move a **cursor** with the **trackpad** and click on an icon.

## Computer Science: Programming

I can understand and create **algorithms** (steps or rules as instructions) in order.

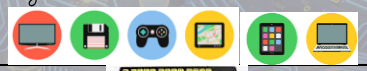
I understand that algorithms must be precise and accurate.

(See Primary Computing lessons)

## Information technology: Multimedia and Sound

I can use a digital device to take photos

## Key Vocabulary

| | |
|---|---|
| Algorithm | Step or rule as an instruction |
| digital devices  | Anything using electricity or batteries |
| keyboard  | letters to type on a computer |
| screen  | a way of seeing what is happening on the device |
| touchscreen  | a way of controlling the device |
| batteries  | Give the device power |
| power button  | how to turn the device on |
| apps (applications) | Programmes that do something: a game |
| save  | Put your work away in the computer safely |
| retrieve a file  | Get your work back from the computer |
| cursor  | A mark on the screen to help click and control |
| touchpad  | A way to make the cursor move on the screen |
| click | A way to select things on the screen using the trackpad |
| photo (photograph)  | A picture made with a camera |
| internet  | Digital devices connected together |
| online  | Information on the internet |
| personal information  | Things about me, like my birthday. |
| website | A collection of information about one thing |

## Digital Literacy:

Self-image and identity

If something happens that makes me sad, worried, uncomfortable or frightened, I can say when and how to speak to an adult I can trust.

Online friends:

I know some ways in which the **internet** can be used to talk.

Online 'me':

I can say which information I should not put **online** without asking a trusted adult first.

Online bullying:

I can say how to behave online in ways that do not upset others

My health:

I can say the rules that keep me safe using technology.

My privacy and security:

I can say what personal information is (e.g. name, address, birthday, age, location).

I can name my work so that others know it belongs to me.

# Computing Skills Knowledge Organiser: Year 2

## Computer Science: Hardware

I understand that **digital devices** run programs that have been created by humans

## Information technology: Operate Understand and Implement

I can **type** and **edit** text

I can use **two-finger scrolling** on a touchpad

I understand that **emails** and other digital communications can be sent and received from various types of digital device

## Computer Science: Programming

I can **predict** the behaviour of simple programs

I can create and run a **program**

I can **debug** within a simple program

(See Primary Computing lessons)

## Information technology: Multimedia and Sound

I can use **technology** to capture and manipulate (position, re-size, rotate) photos as part of a piece of work

## Key Vocabulary

Year 1: Algorithm, digital devices, keyboard, screen, touchscreen, batteries, power button, apps, save, retrieve a file, cursor, touchpad, click, photo, internet, online, personal information, website.

## Key Vocabulary (Year 2)

| | |
|---|---|
| Programming | A group of rules for computers to follow |
| Sprite | A controllable character on the screen |
| Scratch  | a programme to make coding in |
| debugging  | finding and fixing errors |
| program | A collection of algorithms carried out by a computer |
| emails  | A way of communicating with others using the internet |
| digital communications | Any way of communicating using the internet |
| manipulate | Change for a purpose |
| two finger scrolling  | Using two fingers on the touch pad to move up or down the page |
| home | A button to take you back to the start page |
| forward | A button to take you to the next thing you looked at |
| back | A button to take you to the last thing you looked at |
| hyperlink | A link that when clicked on will take you to another website or file. |

## Digital Literacy:

Self-image and identity

I can describe ways in which people might make themselves look different online.

Online relationships:

I can explain some risks of communicating **online** with others I don't know well.

Online 'me':

I can explain how information put online about me can last for a long time.

Online bullying:

I can describe how to behave online in ways that do not upset others

Managing online information:

I can show how to move around a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).

My health:

I can explain how the rules for keeping us safe work when using technology.

My privacy and security:

I can explain why I should always ask a trusted adult before I share any information about myself online.

Ownership:

I can see that content on the internet may belong to other people.

# Computing Skills Knowledge Organiser: Year 3

## Computer Science: Hardware

I can identify **inputs** of common computing devices (e.g keyboard, temperature sensor, tilting a device)

I can identify the **outputs** of common computing devices (e.g. display on a screen, Bluetooth signal, print)

## Information technology: Operate Understand and Implement

I know how to **search** for items on the internet

I can use technology to organise and manipulate **digital content**

I can **type** to achieve a specific goal

I can perform a **two-finger click** to access additional options

## Computer Science: Programming

I can use **selection** in my programs. (Also known as **conditionals** or **When / Then** statements). (e.g. When space bar is pressed, then sprite jumps)

I can use **repetition** (sometimes referred to as **loops**) in my programs

(See Primary Computing lessons)

## Information technology: Multimedia and Sound

I can create **video** as part of my learning (e.g. using an iPad)

I can create an **animation** (e.g. stop-frame animation on an iPad)

## Key Vocabulary

Year 1: Algorithm, digital devices, keyboard, screen, touchscreen, batteries, power button, apps, save, retrieve a file, cursor, touchpad, click, photo, internet, online, personal information, website.

Year 2: Programming, Sprite, Scratch, debugging, program, emails, digital communications, manipulate, two finger scrolling, home, forward, back,

## Key Vocabulary (Year 3)

| | |
|---|---|
| repetition (loops) | Repeating a bit of code so it does the same thing. |
| Selection (Conditionals)   | Coding that makes the computer make a decision.<br>When ... then...<br>If... then... |
| Input   | A way of interacting with technology. |
| Output  | A way to get information (or a response) out of technology. |
| Search | Finding information needed |
| Search results | A list of websites or files that contain information relating to your search. |
| Digital content | Information that you can get on a digital device |
| two-finger click | Tapping twice to get extra menus |
| video | Recording of things moving |
| animation | Recording of objects or drawings being moved like a video |
| media | A way of communicating to lots of people (news, adverts) |
| identity | What a person is |
| reputation | What something is well known as being |
| copyright © | A way of showing work is yours. |

## PSHE CC links with Digital Literacy:

Healthy Me: Piece 5: What to do when something doesn't feel right online.

Relationships: Piece 3: Strategies to stay safe online

## Digital Literacy:

Self-image and identity

I can describe ways in which media can shape ideas about gender.

Online relationships:

I can explain how mine and other people's feelings can be hurt by what is said or written online.

Online reputation:

I know who I should ask if I am not sure if I should put something online.

Online bullying:

I can describe rules about how to behave online and how I follow them.

Managing online information:

I can evaluate digital content and can explain how I make choices from search results.

My health:

I can identify when I might need to limit the amount of time I use technology.

My privacy and security:

I can describe simple strategies for creating and keeping passwords private.

Ownership and copyright:

I can explain why copying someone else's work from the internet without permission can cause problems.

# Computing Skills Knowledge Organiser: Year 4

## Computer Science: Hardware

*I can control or simulate* ***programmable hardware*** *(e.g. a Sphero robot or a microbit)*

Sphero Robots are available through the ICT helpdesk, email and book them out in advance of your lesson slots.

The Sphero Edu app is on the iPads and you can download it on your computer. It has activities that can be set.

Microbits are available in school, lessons plans are online.

Key Vocabulary

Year 1: Algorithm, digital devices, keyboard, screen, touchscreen, batteries, power button, apps, save, retrieve a file, cursor, touchpad, click, photo, internet, online, personal information, website.

Year 2: Programming, Sprite, Scratch, debugging, program, emails, digital communications, manipulate, two finger scrolling, home, forward, back, hyperlink

Year 3: Repetition (loops), Selections (Conditionals), Input, output, search, search results, digital content, two-finger click, video, animation, media, identity, reputation

## Information technology: Operate Understand and Implement

*I can present collected information or data to a group or audience*

*I can type to achieve a specific goal, including accurate punctuation and spelling check*

*I can use technical vocabulary to describe how computing equipment and networks function, including* ***storage*** *(e.g. USB drives, Google drive), apps and the* ***world wide web.***

## Key Vocabulary (Year 4)

| | |
|---|---|
| Variables  | Something that will change |
| Network  | Digital devices connected together |
| Programmable hardware (eg Microbit, Sphero)   | A piece of equipment that you can code |
| Storage  | A place to save digital content |
| World wide web  | A collection of information accessed by the internet |

## Computer Science: Programming

*I can create* ***variables*** *within my programs (e.g. a timer, score)*

*I can debug programs multiple times to accomplish specific goals*

(See Barefoot Coding lessons)

## Information technology: Multimedia and Sound

*I can create sound, music or a podcast using digital technology*

*I can create a* ***3D graphic*** *using computer-aided design software (e.g. using TInkercad)*

## Digital Literacy:

Self-image and identity

*I can explain how my online identity can be different to the identity I present in 'real life'.*

Online relationships:

*I can demonstrate how I would support others (including those who are having difficulties) online.*

Online reputation:

*I can describe how others can find out information about me by looking online.*

Online bullying:

I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Managing online information:

*I can* ***analyse*** *information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'*

My health:

*I can describe ways technology can affect healthy sleep and can describe some of the issues.*

My privacy and security:

*I can explain how internet use can be monitored.*

Ownership and copyright:

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

# Computing Skills Knowledge Organiser: Year 5

## Computer Science: Hardware

I can create code that acts on multiple **inputs**

I can create code that produces multiple **outputs**

## Information technology: Operate Understand and Implement

I can edit and improve **on-screen writing**, including digital thesaurus use

I can **collaborate** meaningfully with **networked technologies** (for example, within a shared document or shared workspace)

I can combine a variety of **software** (programs that run on computers) to accomplish given goals

## Computer Science: Programming

I can write code that uses **variables** as a **condition** for **selection** (e.g. use a variable to select which lighting pattern will run on a set of traffic lights)

I can **decompose** (break into smaller chunks) a programming problem

(See Primary Computing Lessons)

## Information technology: Multimedia and Sound

I can storyboard and create an **animation**

I can edit **video**, bringing together different media elements (e.g. stills, video, captions and sound) to produce an effective final product

Key Vocabulary

Year 1: Algorithm, digital devices, keyboard, screen, touchscreen, batteries, power button, apps, save, retrieve a file, cursor, touchpad, click, photo, internet, online, personal information, website.

Year 2: Programming, Sprite, Scratch, debugging, program, emails, digital communications, manipulate, two finger scrolling, home, forward, back, hyperlink

Year 3: Repetition (loops), Selections (Conditionals), Input, output, search, search results, digital content, two-finger click, video, animation, media, identity, reputation

Year 4: Variables, Network, Programmable hardware, Storage, World Wide Web

### Key Vocabulary (Year 5)

| | |
|---|---|
| Software | Programs that run on digital devices (another word for apps) |
| Decompose | Break something into smaller chunks |
| Flaming | Sending insulting messages online |
| Streaming | Video or audio being recorded and received |
| Platforms | A piece of hardware that websites, apps or programs are run on. |

## PSHE CC links with Digital Literacy:

Relationships

Piece 2: Online communities, positive and negative consequences

Piece 3: Online communities, rights and responsibilities

Piece 4: Online gaming, tights and responsibilities

Piece 5: Health, screen time

Piece 6: E-Safety for e-communication

## Digital Literacy:

Self-image and identity

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

Online relationships:

I can demonstrate how I would support others (including those who are having difficulties) online.

Online reputation:

I can describe ways that information about people online can be used by others to make judgments about an individual.

Online bullying:

I can explain how I would report online bullying on the apps and platforms that I use.

Managing online information:

I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.

My health:

I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

My privacy and security:

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

Ownership and copyright:

I can demonstrate the use of search tools to find and access online content which can be reused by others.

# Computing Skills Knowledge Organiser: Year 6

## Computer Science: Hardware

*I can **program** and **debug** multiple functions on programmable hardware (e.g. with a Microbit)*

Sphero Robots are available through the ICT helpdesk, email and book them out in advance of lesson slots.

The Sphero Edu app is on the iPads and you can download it on your computer. It has activities that can be set.

Microbits are available in school, lessons plans are online.

Key Vocabulary

Year 1: Algorithm, digital devices, keyboard, screen, touchscreen, batteries, power button, apps, save, retrieve a file, cursor, touchpad, click, photo, internet, online, personal information, website.

Year 2: Programming, Sprite, Scratch, debugging, program, emails, digital communications, manipulate, two finger scrolling, home, forward, back, hyperlink

Year 3: Repetition (loops), Selections (Conditionals), Input, output, search, search results, digital content, two-finger click, video, animation, media, identity, reputation

Year 4: Variables, Network, Programmable hardware, Storage, World Wide Web

Year 5: Software, Decompose, Flaming, Streaming, Platforms

## Information technology: Operate Understand and Implement

*I can collect and **analyse** data or information using technology (e.g. use a spreadsheet to produce a graph)*

*I can make document **layout** and **design** decisions based on purpose (e.g. format a formal letter)*

*I can **re-order** on-screen sentences for clarity, purpose or effect*

## Key Vocabulary (Year 6)

| | |
|---|---|
| data | facts and statistics collected together |
| spreadsheet | A way of collecting information (data) in a table |

## Information technology: Multimedia and Sound

*I can design, create and edit sound, music, or a podcast using digital technology*

*I can design, create and modify 3D graphics for purpose using computer-aided design software (e.g. using Tinkercad)*

## Computer Science: Programming

*I can use a **random** function in my code for purposeful effect*

*I can produce a multi-function, debugged program that uses **variables**, **selection** and **repetition**.*

(See Primary Computing Lessons)

## PSHE CC links with Digital Literacy:

Celebrating differences Piece 4: How to get help when bullied

Relationships Piece 5: Resist online pressure

Relationships Piece 6: Use technology to communicate positively

## Digital Literacy:

Self-image and identity

I can explain how I can represent myself in different ways online.

Online relationships:

I can demonstrate how I would support others (including those who are having difficulties) online.

Online reputation:

I can describe some simple ways that help build a positive online reputation.

Online bullying:

I can identify a range of ways to report concerns both in school and at home about online bullying

Managing online information:

*I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.*

My health:

I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).

My privacy and security:

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 (e.g. scams, phishing).

Ownership and copyright:

*I can demonstrate how to make references to and acknowledge sources I have used from the internet.*