

Computing

Each pupil at Beech Hill has the right to a wealth of rich, deep learning experiences within the subject area of computing. As technology plays such a significant role in society today, we believe 'Computational Thinking' is a skill that children must be taught if they are to be able to participate safely and effectively in this digital world.

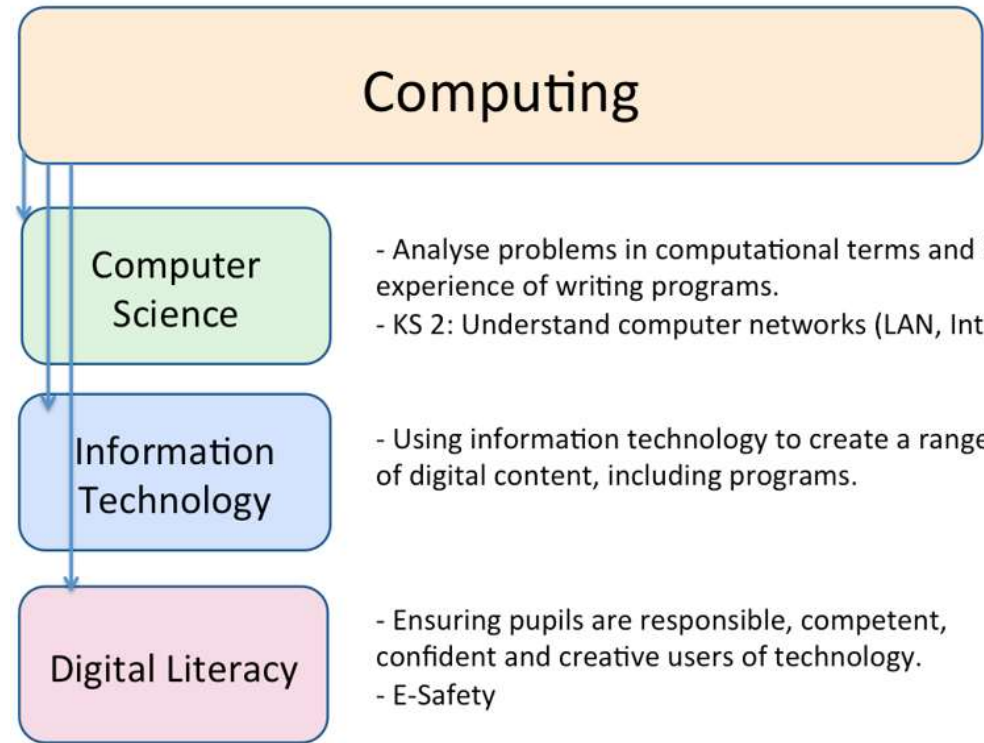
The core of computing is Computer Science alongside basic skills. Pupils are introduced to a wide range of technology, including desktop computers, Chromebooks, iPads, BeeBots, Code-a-Pillars, Crumble kits and interactive whiteboards, allowing them to continually practise and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology– at a level suitable for their next step into high school and the future workplace as active participants in a digital world.

We teach a curriculum that enables children to become confident users of technology who can:

- Understand and apply the fundamental principles and concepts of Computer Science, including logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology analytically to solve problems
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.
- Have the basic skills needed to be computer literate in an ever-developing digital world

The Computing national curriculum is made up of 3 main components and is broken down into them as seen here.


Children access these components by using various skills, which are outlined in this progression. They also need to be computational thinkers to be successful computer scientists- the skills needed to be a computational thinker are outlined below.



Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic Computing skills (ICT)        Cut  Copy  Paste	Name mouse, screen and keyboard Hold and move the mouse with dominant hand Click the mouse with one finger	Click the mouse using their index finger on the left button Move the mouse and observe the cursor moving as the mouse does Make marks by clicking the mouse in Purple Mash 2Paint Use both hands to press the keys on the keyboard Find some letters in their own name on the keyboard	Turn on a computer Name the main parts of a desktop computer/pc Log in and log out Hold a mouse correctly Single and double click the mouse Start to recognise where letters are on the keyboard Recognise that the cursor moves when I move the mouse Know that the return key moves the cursor to the next line when I am word processing Save work on Purple Mash from a 2Do and know where to find it Use the keyboard or a word bank on my device to enter text. (PM, Word)	Recall and do all previously learned skills Find and open Microsoft Word Use Save As to save work in their own folder on pupil drive Save work on Purple Mash using Save As in their own folder Remember their own username and password Use the keyboard on a device to add, delete and space text for others to read. Use their knowledge of where the letters are on the keyboard to start to touch type Know the function of the delete and backspace key Use the Caps Lock key	Recall and do all previously learned skills Find and open work from my own folder in pupil drive Find, open and save Microsoft Word and Microsoft PowerPoint Change the colour, size and style of font in Word and PowerPoint Begin to touch type more accurately Use Undo Use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.	Recall and do all previously learned skills Continue to improve accuracy and speed of touch typing Find and open work from a friend's folder to peer assess (with their permission) Print work Find and open Word, PowerPoint and Excel Right click the mouse in Word Copy and paste items from one document to another using the buttons on the toolbar or the drop-down menu Insert a picture to a Word or PowerPoint document Add bullet points or numbers to a list in Word or PowerPoint Insert a shape into a Word document and change its size, colour and orientation	Recall and do all previously learned skills Rename a file in their own folder Insert shapes and pictures into a PowerPoint document Copy and paste using keyboard shortcuts Ctrl c Ctrl v Use the snipping tool Create a PowerPoint including animations Include transitions in a PowerPoint Use the shift key pressed with a letter to capitalise Insert a table and add data Use ctrl Z to undo	Recall and do all previously learned skills Create and name new folders Use shortcuts on the keyboard to work more efficiently in Word and PowerPoint Ctrl x Ctrl b Ctrl u Ctrl a Use format painter Format text using align, spacing dependant on audience Insert table and use data to create a chart/graph

<p>Online Safety (part of digital literacy)</p> 	<p>Name and recognise upset emotions</p> <p>Recognise some ways in which devices can be used to communicate</p> <p>Recognise some ways in which the internet can be used to communicate.</p> <p>Give examples of devices that they could use to go on the internet</p>	<p>Name and recognise uncomfortable, embarrassed, and upset emotions</p> <p>Recognise, online or offline, that anyone can say 'no thank you'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset</p> <p>Recognise some ways in which the internet can be used to communicate.</p> <p>Give examples of how they (might) use technology with people they know.</p> <p>Identify ways that we can put information on the internet.</p> <p>Describe ways that some people can be unkind online</p> <p>Give examples of how being unkind can make others feel.</p> <p>Identify devices we could use to access information on the internet</p> <p>Identify rules that help keep us safe and healthy in and beyond the home when using</p>	<p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>Know when and how to speak to an adult I can trust and how they can help</p> <p>Give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Explain how to behave online and why it is important to be considerate and kind to people online</p> <p>Recognise that information can stay online and could be copied</p> <p>Describe what information I should not put online without asking a trusted adult first.</p> <p>Understand that we can encounter things we like and don't like online as well as things which are real or make believe/ a joke</p> <p>Explain rules to keep safe when using technology both in</p>	<p>Explain how people may look and act differently online and offline.</p> <p>Discuss issues that might make someone feel sad, worried, uncomfortable or frightened and give examples of how they might get help.</p> <p>Understand the risks posed by people who might use technology to communicate with others they don't know offline</p> <p>Know who to ask before sharing things about themselves or agreeing to things online</p> <p>Know their right to deny their permission online, ways to ask for and give permission and understand how others would feel if permission isn't sought before sharing something about them.</p> <p>Name their trusted adults who can help if something happens online without consent or is incorrect</p> <p>Understand that information put</p>	<p>Explain what is meant by the term 'identity'</p> <p>Explain how people can represent themselves in different ways online and how someone might change their identity depending on what they are doing online</p> <p>Explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>Understand why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>Explain how someone's feelings can be hurt by what is said or written online.</p> <p>Explain the importance of giving and gaining permission before sharing things online</p> <p>Explain the need to be careful before sharing anything personal</p> <p>Demonstrate how to get help from a</p>	<p>Explain how online identity can be different to offline identity.</p> <p>Describe positive and respectful ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>Describe strategies for safe and fun experiences in a range of online social environments</p> <p>Understand that some of the information about anyone online could have been created, copied or shared by others</p> <p>Describe ways people can be bullied through a range of media</p> <p>Explain why people need to think carefully about how content they post might affect others</p>	<p>Explain how identity online can be copied/ modified or altered.</p> <p>Demonstrate how to make responsible choices about having an online identity</p> <p>Explain that there are some people I can communicate with online who may want to do me or my friends harm</p> <p>Describe ways people may be involved in online communities and describe how they might collaborate constructively with others</p> <p>Demonstrate how to support others who are having difficulties online.</p> <p>Describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p> <p>Recognise that online bullying can be different to bullying in the physical world</p> <p>Identifies ways to report concerns and access support both in school and at</p>	<p>Critically evaluate online content relating to gender, race, religion, disability and culture</p> <p>Explain why it is important to challenge and reject inappropriate representations online.</p> <p>Explain how sharing something online may have an impact positively or negatively</p> <p>Describe the importance of respecting boundaries regarding what is shared online and how things shared privately online can have unintended consequences for others</p> <p>Explain strategies to protect their 'digital personality and online reputation'</p> <p>Explain how someone would report online bullying in different contexts</p> <p>Explain and give examples of what a 'hoax' is.</p> <p>Explain how and why some people may present opinions as</p>
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		<p>technology.</p> <p>Link feelings to online experiences</p> <p>Identify some simple examples of personal information (e.g. name, address, birthday, age, location)</p> <p>Describe who would be trustworthy to share this information with; explain why they are trusted.</p> <p>Know that work I create belongs to me</p> <p>Name my work so that others know it belongs to me</p> <p>Share my work with a friend</p>	<p>and beyond the home</p> <p>Understand that passwords are used to protect information, accounts and devices</p> <p>Recognise examples of information that is personal to someone</p> <p>Explain why work children create using technology belongs to them</p> <p>Understand that work made by others does not belong to me even if I save a copy.</p>	<p>online about someone can last for a long time and can be seen by others</p> <p>Explain what bullying is, how bullying can make someone feel and how victims can get help</p> <p>Understand the difference between things that are imaginary, 'made up', or 'make believe' and things that are 'true' or 'real'</p> <p>Explain why some information I find online may not be real or true.</p> <p>Explains simple guidance for using technology in different environments and settings</p> <p>Knows how to use passwords to protect information, accounts and devices.</p> <p>Explain some rules for keeping personal information private</p> <p>Recognises that content on the internet may belong to other people.</p>	<p>trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened</p> <p>Give examples of how bullying behaviour could appear online and how someone can get support</p> <p>Demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>Explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online.</p> <p>Describe simple strategies for creating and keeping passwords private.</p> <p>Describe how connected devices can collect and share anyone's information with others.</p> <p>Explain why copying someone else's work from the internet without permission isn't fair and what problems this might cause</p>	<p>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.</p> <p>Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy</p> <p>Describe some of the methods used to encourage people to buy things online</p> <p>Understands that lots of people sharing the same opinions or beliefs online do not make those beliefs or opinions true.</p> <p>Knows the benefits and risks of technology that can be designed to act like or impersonate living things</p> <p>Explain what is meant by fake news</p> <p>Describe strategies for keeping personal information private, depending on context.</p>	<p>home about online bullying.</p> <p>Knows how to block abusive users</p> <p>Explain the benefits and limitations of using different types of search technologies</p> <p>Evaluate digital content and explain how to make choices about what is trustworthy.</p> <p>Identify ways the internet can draw us to information for different agendas.</p> <p>Knows ways to identifying when online content has been commercially sponsored or boosted</p> <p>Knows how 'stereotypes' are amplified and reinforced online</p> <p>Describe how fake news may affect someone's emotions and behaviour</p> <p>Demonstrate how to create a strong password</p> <p>Describe how many free apps or services may read and share private information with others</p>	<p>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.</p> <p>Define the terms 'influence', 'manipulation', and 'persuasion' and explain how someone might encounter these</p> <p>Understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>Demonstrate how to analyse and evaluate the validity of facts and information online</p> <p>Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>Describe the difference between online misinformation and disinformation</p> <p>Understand that information that is on a large number of</p>
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<p>Computer Science</p> 	<p><u>Unplugged and programmable toys</u></p> <p>Tinker with programmable toys in provision</p> <p>Make the programmable toy stop and go</p>	<p><u>Unplugged and programmable toys</u></p> <p>Connect and disconnect the blocks on the Code-a-Pillar</p> <p>Press the buttons on programmable toys to make them move</p>	<p><u>Unplugged and programmable toys</u></p> <p>Give instructions to a friend and follow their instructions to move around.</p> <p>Describe what happens when</p>	<p><u>Unplugged and programmable toys</u></p> <p>Give instructions to a friend (using forward, backward and turn) and physically follow their instructions.</p>	<p><u>Purple Mash- Coding</u></p> <p>read and explain a flowchart</p> <p>use a flowchart to create a computer program.</p>	<p><u>Scratch</u> (smoking car game)</p> <p>Use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p>	<p><u>Scratch</u> (crab maze)</p> <p>Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p>	<p><u>Scratch</u> (number bond game)</p> <p>Deconstruct a problem into smaller steps, recognising similarities to solutions used before.</p>

	<p>Follow simple 1, 2 and 3 step instructions</p>	<p>Follow instructions given by an adult or peer</p> <p>Give someone else simple instructions to follow a path</p>	<p>buttons are pressed on a robot. (Code a Pillar/ programmable toy)</p> <p>Stack the pieces of the Code a Pillar's body in the correct order to make it do what they want.</p> <p>Describe what actions I will need to do to make something happen and begin to use the word 'algorithm'.</p> <p>Begin to predict what will happen for a short sequence of instructions.</p> <p>Purple Mash- Coding arrange code blocks to create a set of instructions.</p> <p>create a program using code blocks.</p> <p>use event, object and action code blocks</p> <p>notice when their code executes when their program is run</p> <p>edit a scene by adding, deleting and moving objects</p> <p>change the size of objects using the attributes (properties) table</p>	<p>Follow a set of instructions and debug them to improve the outcome</p> <p>Explain the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>Program programmable toy to follow a particular path.</p> <p>Look at a friend's program and tell you what will happen.</p> <p>describe the algorithms they created.</p> <p>Purple Mash- Coding plan an algorithm that includes collision detection</p> <p>create a program using collision detection.</p> <p>read blocks of code and predict what will happen when it is run</p> <p>create a program that uses a timer-after command</p> <p>explain what the timer-after command does in their program</p>	<p>create a computer program that uses click events and timers</p> <p>create a program that uses a timer-after command</p> <p>create a program that uses a timer-every command</p> <p>use the repeat command with an object.</p> <p>run, test and debug their programs.</p> <p>use the attributes (properties) table to set the attributes of objects</p> <p>plan their scene and code before they create their program.</p> <p>confidently make several different things happen in a program</p> <p>Scratch</p> <p>Write an algorithm in a flow chart</p> <p>Understand and use repetition within algorithms and programs</p> <p>Use a range of inputs and selection within a program</p>	<p>Use an efficient procedure to decompose a game</p> <p>Use the events and motion blocks including the 'when' block</p> <p>Edit and adapt the background to create a road for a car to travel on</p> <p>Use direction keys teamed with motion blocks to enable the car to move</p> <p>Recognise an error in a program and debug it.</p> <p>Recognise that an algorithm will help sequence more complex programs.</p>	<p>Change costumes on sprites to give an animation effect</p> <p>Use a 'forever' block within code</p> <p>Use 'if' commands for conditional selection</p> <p>Use a variable to hold a score</p> <p>Use logical reasoning to detect and debug mistakes in a program.</p> <p>Use logical thinking, imagination and creativity to extend a program.</p>	<p>Review and deconstruct existing games</p> <p>Recognise when they need to use a variable to achieve a required output.</p> <p>Use a variable block to create a score and to create a 'lives' system</p> <p>Use sensing block 'ask... and wait'</p> <p>Use operator blocks to help ask and answer a question</p> <p>Use 'if...then...else' block</p> <p>Use 'forever' block</p> <p>Crumble</p> <p>Use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</p> <p>Connect and program the Crumble</p> <p>Connect the ultrasonic sensor</p> <p>Connect a motor</p> <p>Connect a sparkle</p> <p>Use abstraction to decide which information is important and needs to be included</p>
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			<p>create a design plan for their Free Code Scene program</p> <p>use code to make the program they have designed work.</p> <p>Use the word 'debug' when mistakes are corrected when programming.</p> <p>Begin to use software/apps to create movement and patterns on a screen. (Daisy the Dinosaur, Scratch Jr)</p>	<p>create a computer program that includes different object types</p> <p>modify the attributes (properties) of an object.</p> <p>use different events in their program to make objects move</p> <p>include a button and explain what it does in their program</p> <p>explain what debug (debugging) means.</p> <p>debug simple programs.</p> <p><u>Scratch Jr app</u></p> <p>use blocks for movement in different directions</p> <p>use different end blocks, including repeat forever</p> <p>change the size of characters to grow or shrink</p> <p>hide and show characters with an instruction block</p> <p>program two or more characters with instructions at the same time.</p>	<p>Identify inputs on a range of devices</p> <p>Plan a program in Scratch using inputs, repetition and selection</p>		<p>design, write and debug a program to control a physical system</p> <p>use sequence, repetition and selection</p> <p>Conditional selection- 'if...else...end if' block</p> <p>Challenge- use an 'or' logic operator</p>
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				hide and show characters with an instruction block				
				program two or more characters with instructions at the same time.				
Handling Data 				<p>Spreadsheets- 2Calculate in Purple Mash</p> <p>Explain what rows and columns are in a spreadsheet</p> <p>open, save and edit a spreadsheet</p> <p>add images from the image toolbox and allocate them a value</p> <p>add the count tool to count items</p> <p>use copying, cutting and pasting to help make spreadsheets</p> <p>use tools in a spreadsheet to automatically total rows and columns</p> <p>use a spreadsheet to solve a mathematical puzzle</p> <p>use images in a spreadsheet</p> <p>work out how much they need to pay using coins by using a spreadsheet to help calculate</p>	<p>Spreadsheets- 2Calculate in Purple Mash</p> <p>create a table of data on a spreadsheet</p> <p>use a spreadsheet program to automatically create charts and graphs from data</p> <p>use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations</p> <p>use the 'spin' tool to count through times tables</p> <p>describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row</p> <p>find specified locations in a spreadsheet</p>	<p>Spreadsheets- 2Calculate in Purple Mash</p> <p>use the number formatting tools within 2Calculate to appropriately format numbers</p> <p>add a formula to a cell to automatically make a calculation in that cell</p> <p>use the timer, random number and spin button tools</p> <p>combine tools to make fun ways to explore number</p> <p>use a series of data in a spreadsheet to create a line graph</p> <p>use a line graph to find out when the temperature in the playground will reach 20°C.</p> <p>make practical use of a spreadsheet to help them plan actions</p>	<p>Spreadsheets- 2Calculate in Purple Mash</p> <p>create a formula in a spreadsheet to convert m to cm</p> <p>apply this to creating a spreadsheet that converts miles to km and vice versa</p> <p>use a spreadsheet to work out which letters appear most often</p> <p>use the 'how many' tool</p> <p>use a spreadsheet to work out the area and perimeter of rectangles</p> <p>use these calculations to solve a real-life problem</p> <p>create simple formulae that use different variables</p> <p>create a formula that will work out how many days there are in x number of weeks or years</p>	<p>Spreadsheets- Microsoft Excel</p> <p>use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae use the series fill function</p> <p>recognise how using formulae allows the data to change and the calculations to update automatically</p> <p>use a spreadsheet to model a situation</p> <p>use a spreadsheet to solve a problem</p> <p>use the SUM function</p> <p>use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet</p> <p>understand how to sort data</p>

				<p>create a table of data on a spreadsheet.</p> <p>use the data to create a block graph manually</p>		<p>use the currency formatting in 2Calculate</p> <p>allocate values to images and use these to explore place value</p> <p>use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept</p>	<p>use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied</p>	<p>know how to incorporate formulae for percentages, averages, max and min into their spreadsheets</p> <p>know some shortcuts that help to make data meaningful</p> <p>know that there are ways to represent their data graphically and that spreadsheets can make the process of representing data easier</p>
<p>Multimedia</p>  	Use 2Paint to make marks	Use 2Paint to colour pictures	<p>Be creative with different technology tools. (PM, Seesaw)</p> <p>Use technology to create and present my ideas. (Seesaw, Paint, PM)</p>	Use technology to organise and present my ideas in different ways. (Seesaw, paint, PM)	<p>Create different effects with different technology tools. (PM, Paint, Seesaw)</p> <p>Combine a mixture of text, graphics and sound to share my ideas and learning. (Seesaw)</p> <p>Evaluate my work and improve its effectiveness.</p>	<p><u>Purple Mash unit4.6- Animation</u></p> <p>Decide what makes a good, animated film or cartoon and discuss favourite animations</p> <p>learn how animations are created by hand.</p> <p>To find out how 2Animate animations can be created in a similar way using technology.</p> <p>To learn about onion skinning in animation.</p> <p>To add backgrounds and sounds to animations. Introducing 'stop motion' animation.</p>	<p><u>Powerpoint-animation</u></p> <p>Use shapes and animations in PowerPoint to create an animation of the phases of the moon</p> <p>Review and improve own work and support others to improve their work.</p>	<p><u>Purple Mash unit-Blogging</u></p>

						<p>To share animation the class blog</p> <p>Give constructive feedback to peers to help them improve their work and refine my own work.</p>		
<p>Technology in our lives</p>  	<p>Name some different types of devices</p>	<p>Recognise that some of the devices we use allow us to use the internet</p>	<p><u>Purple Mash- Technology Outside School</u></p> <p>understand what is meant by 'technology'</p> <p>Recognise the way we use technology in our classroom.</p> <p>find and understand examples of where technology is used in the local community</p> <p>Recognise ways that technology is used in my home and community.</p> <p>Begin to identify some of the benefits of using technology</p>	<p><u>Purple Mash- Effective Searching</u></p> <p>identify the basic parts of a web search engine search page</p> <p>read a web search results page.</p> <p>search the Internet for answers to a quiz</p>	<p><u>NCE Network unit Connecting Computers</u></p> <p>Explain that digital devices accept inputs</p> <p>Explain that digital devices produce outputs</p> <p>classify input and output devices</p> <p>design a digital device</p> <p>describe a simple process</p> <p>explain how I use digital devices for different activities</p> <p>recognise similarities between using digital devices and non-digital tools</p> <p>suggest differences between using digital devices and non-digital tool</p> <p>recognise different connections</p>	<p><u>NCE Network unit The Internet</u></p> <p>describe the internet as a network of networks</p> <p>demonstrate how information is shared across the internet</p> <p>discuss why a network needs protecting</p> <p>describe networked devices and how they connect</p> <p>explain that the internet is used to provide many services</p> <p>recognise that the World Wide Web contains websites and web pages</p> <p>explain the types of media that can be shared on the WWW</p> <p>describe where websites are stored when uploaded to the WWW</p>	<p><u>NCE Network unit Communication and collaboration</u></p> <p>recognise that data is transferred using agreed methods</p> <p>explain that internet devices have addresses</p> <p>describe how computers use addresses to access websites</p> <p>identify and explain the main parts of a data packet</p> <p>explain that data is transferred over networks in packets</p> <p>explain that all data transferred over the internet is in packets</p> <p>I can recognise how to access shared files stored online</p> <p>send information over the internet in different ways</p>	

					<p>explain how messages are passed through multiple connections</p> <p>discuss why we need a network switch</p> <p>recognise that a computer network is made up of a number of devices</p> <p>demonstrate how information can be passed between devices</p> <p>explain the role of a switch, server, and wireless access point in a network</p> <p>identify how devices in a network are connected together</p> <p>identify networked devices around me</p> <p>identify the benefits of computer networks</p>	<p>describe how to access websites on the WWW</p> <p>explain what media can be found on websites</p> <p>recognise that I can add content to the WWW</p> <p>explain that internet services can be used to create content online</p> <p>explain that websites and their content are created by people</p> <p>suggest who owns the content on websites</p> <p>explain that there are rules to protect content</p> <p>explain that not everything on the World Wide Web is true</p> <p>explain why some information I find online may not be honest, accurate, or legal</p> <p>explain why I need to think carefully before I share or reshare content</p>	<p>explain that the internet allows different media to be shared I can identify different ways of working together online</p> <p>recognise that working together on the internet can be public or private</p> <p>explain how the internet enables effective collaboration</p> <p>explain the different ways in which people communicate</p> <p>identify that there are a variety of ways to communicate over the internet</p> <p>choose methods of communication to suit particular purposes</p> <p>compare different methods of communicating on the internet</p> <p>decide when I should and should not share information online</p>	
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							explain that communication on the internet may not be private	
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