

PROGRESSION DOCUMENT

RED LANE DIGITAL CITIZENSHIP



EYFS

Recognise communication using the World Wide Web
Keeping safe and healthy when using computers
Talk about the "Butterfly Feeling"



AGE APPROPRIATE

Y1

Recognise warning signs while online and know how to get help
Accessing the internet in an age-appropriate way
Know what information should be kept private
Know how to behave appropriately online
Know the rules for keeping safe online



OK TO SAY 'NO'

Y2

Understand that people might behave and communicate differently online
Know that it is OK to say "no"
Think carefully before adding information about myself online
Can recognise bullying behaviour
Explain how we can stay safe online in different situations and get help if we need it

HEALTHY BALANCE

Y3

Talk about digital footprint and what it means
Recognise that online identities can be different to real world identities
Understand the concepts of trust, likes and feelings while online
Know that people can overshare information that should be kept private
Recognise the impact of people being unkind online
Develop a healthy balance between online and real-life activity

Y4

OUR ONLINE BEHAVIOUR

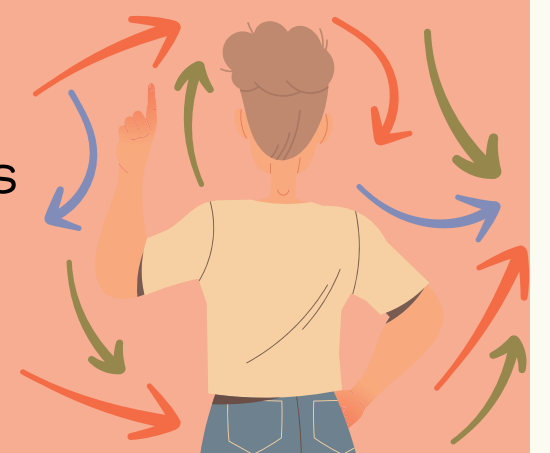
Discuss Digital footprint and online vs real life identity
Respect others while online and be aware of how online behaviour and content can impact on others
Know that anyone can search online profiles for information
Focus on Online bullying and how it may affect others
Discus positives and negatives to using technology



Y5

RESPONSIBLE CHOICES

Make responsible choices when sharing online and understand how this could be used by others
Know when and how to get help
Differentiate between types of bullying
Promote health and well-being with regards to using technology



Y6

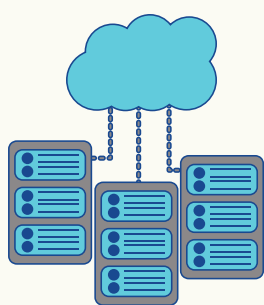
CRITICALLY EVALUATE CONTENT

Make responsible choices when sharing online
Know when and how to get help
Critically evaluate and reject inappropriate representations online
Be kind and respect others online
Protect digital personality
Know how to capture evidence of online bullying
Common systems that regulate age-related content
Promote health and well-being with regards to using technology



PROGRESSION DOCUMENT

RED LANE DIGITAL LITERACY



Recognise communication using the World Wide Web
Keeping safe and healthy when using computers
Talk about the "Butterfly Feeling"

EYFS



Y1

LOGGING IN

Logging in
Typing
Keyboard skills
Simple data handling
Explore the creation of a simple music track



Y2

INTRODUCTION TO APPLICATION PROGRAMS

Logging in
Typing
Keyboard skills
Introduction to word processing
Introduction to creative multimedia - sound, pictures and film
Simple graphs and charts
Branching databases

Y3

DEVELOPING APPLICATION PROGRAM SKILLS

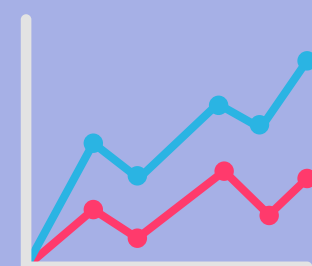
Logging in
Typing
Keyboard skills
Develop word processing skills
Introduction to creative multimedia - sound, pictures and film
Simple graphs and charts
Branching databases



Y4

SPREADSHEETS AND REPRESENTING DATA

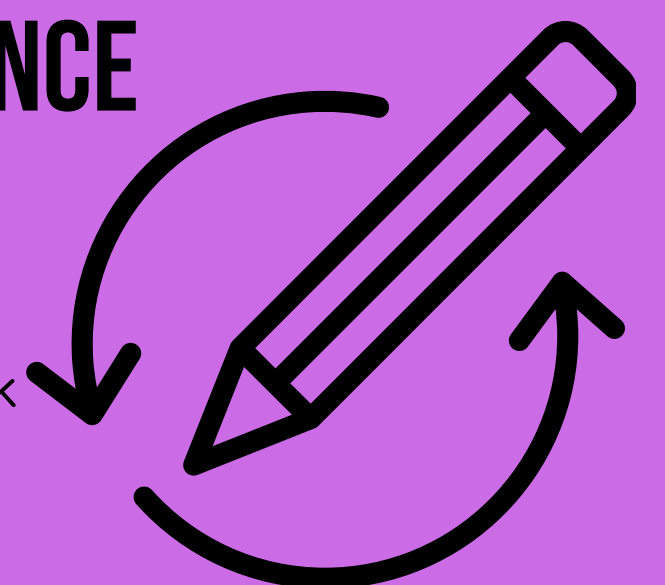
Typing
Continue to develop word processing skills
Introduction to spreadsheets and graphing
Representing data
Animation



Y5

CREATING WORK APPROPRIATE TO THE AUDIENCE

Continue to develop word processing skills
Introduction to databases and graphing
Representing data
Review, edit and discuss why changes have been made to work
Creating work appropriate to audience
Computer Aided Design (CAD)
Website evaluation



Y6

CRITICALLY CHOOSING SOFTWARE

Be independent when choosing appropriate software to create content
Creating work appropriate to audience
Use video editing software



PROGRESSION DOCUMENT

RED LANE

COMPUTER SCIENCE

EYFS

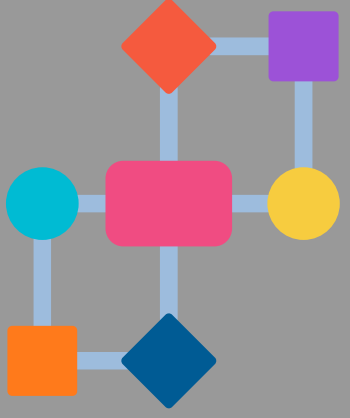
- Directional language
- Use remote control toys
- Introduce Beebots



Y1

ALGORITHMS

- Following instructions
- Discuss and plan simple algorithm
- Create a simple algorithm
- Predict the outcome of a simple algorithm
- Debug a simple algorithm
- Instructional (algorithm) writing



Y2

PROGRAM

- Introduction to programs and events
- Plan a simple program
- Create a simple program
- Predict the outcome of a simple program
- Debug a simple program
- Recording algorithms (instructions)

Y3

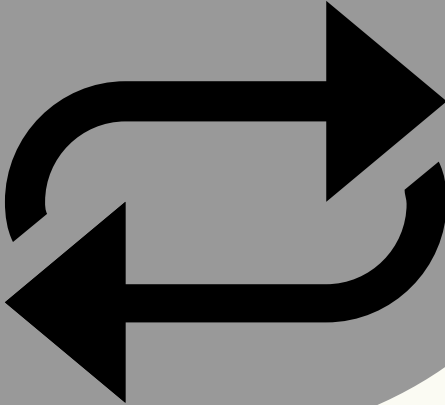
SEQUENCE

- Introduction to sequence
- Plan a simple sequence
- Create a program using a sequence
- Predict the outcome of a sequence and the implications of reordering the sequence
- Debug a sequence
- Transfer skills between different software

Y4

REPEAT / LOOP

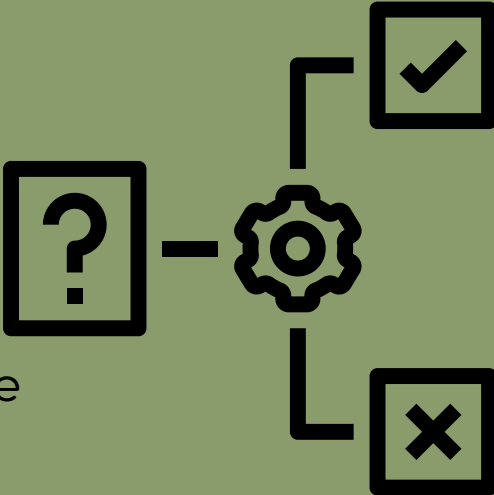
- Introduction to repeat / loop
- Plan a program using a repeat command
- Create a program using a repeat command
- Predict the outcome of repeat and the implications of reordering the repeat
- Debug coding when the outcome is not as expected
- Transfer skills between different software



Y5

SELECTION / CONDITIONAL

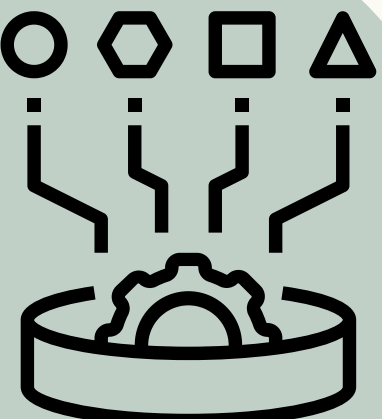
- Introduction to Selection / Conditional
- Plan a program for a quiz using selection
- Create a program for a quiz using selection
- To develop an awareness of abstraction when programming
- Predict the outcome of the program and the implications of reordering the code
- Debug code when the outcome is not as expected
- Transfer skills between different software



Y6

VARIABLE

- introduction to Variable
- Plan a program for a quiz using a variable
- Create a program for a quiz using variable
- To have an awareness of abstraction when programming
- Predict the outcome of the program and the implications of reordering the code
- Debug code when the outcome is not as expected
- To plan and program a game which includes repeat, selection/conditional and a variable for a younger audience
- Transfer skills between different software



PROGRESSION DOCUMENT

RED LANE INFORMATION TECHNOLOGY

Name the parts of a computer correctly
Know that information can be stored on the Web
Discuss what personal information is and who to share it with
Take ownership of work



Y1

TECHNOLOGY AROUND US

Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable.

INFORMATION TECHNOLOGY AROUND US

Y2

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

CONNECTING COMPUTERS

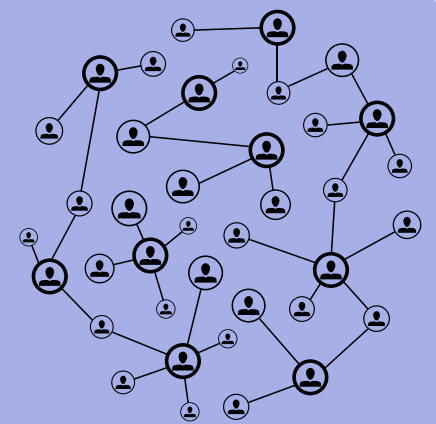
Y3

Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

Y4

THE INTERNET

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.



Y5

SYSTEMS AND SEARCHING

Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.



Y6

COMMUNICATION AND COLLABORATION

Learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet and how to report concerns about inappropriate content online.

