





Curriculum Sequencing and End Points for Computing

Discipline: Information Technology			
End points for EYFS	End Points for KS1	End Points for LKS2	End Points for Key Stage Two
<p>Keyboard and mouse familiarity using 2 simple programs</p> <ul style="list-style-type: none"> • I can start to use a mouse to drag and drop • I can recognise some letters on a keyboard 	<p><u>Computer Systems & Networks</u></p> <ul style="list-style-type: none"> • I can explain what technology is • I can use a mouse • I can use a keyboard • I can explain the difference between technology and information technology • I can explain how information technology helps us 	<p><u>Computer Systems & Networks</u></p> <ul style="list-style-type: none"> • I can explain that the internet is a network of networks and the World Wide Web is part of that • I can explain that the content of websites can contain different media • I can explain that content is owned and there are things you can and can't share 	<p><u>Computer Systems & Networks</u></p> <ul style="list-style-type: none"> • I can explain inputs and outputs in computing systems • I can explain how websites are ranked and how web crawlers are used • I can explain how to search effectively by refining and being specific • I can explain how data is transferred over networks in data packets • I can explain a range of different ways people communicate including through technology <p>I can explain how to effectively communicate using</p>

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			technology and how to be safe when doing this
Discipline: Digital Wellbeing			
End points for EYFS	End Points for Key Stage One	End Points for Lower Key Stage Two	End Points for Upper Key Stage Two
 <p><u>Self-image and identity:</u> I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	 <p><u>Self-image and identity:</u> Year 1: I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Year 2: I can explain how other people may look and act differently online and offline</p>	 <p><u>Self-image and identity:</u> Year 3: I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming) Year 4: I can explain that others online can pretend to be someone else, including my friends and can suggest reasons why they do this.</p>	 <p><u>Self-image and identity:</u> Year 5: I can demonstrate how to make responsible choices about having an online identity depending on context Year 6: I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online</p>