



## Computing Progression of Knowledge and Skills

At Broadway Infant School we use South Gloucestershire's SOW to deliver our computing planning. This is used as a guide to ensure curriculum coverage and progression of skills and knowledge alongside this document. Teachers are also given the freedom to use their professional judgement when planning and teaching.

		<b>Media - Word processing</b>	
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	Use a range of small tools. (PD, Fine Motor Skills)	<ul style="list-style-type: none"> <li>• I can type letters with increasing confidence.</li> <li>• I can use a touch screen or computer and keyboard to play a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Word</li> <li>• 2Paint</li> <li>• Notebook IWB</li> </ul>
1	use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> <li>• Know that typing is writing on a digital device.</li> <li>• Know that you use a keyboard to type.</li> <li>• Know the function of the space bar, return, delete, back space keys.</li> <li>• I can confidently type words quickly and correctly on a digital device.</li> <li>• I can use the space bar to make space and delete to delete letters/words.</li> <li>• I can make a new line using enter/return.</li> </ul>	<ul style="list-style-type: none"> <li>• Word</li> <li>• Purple Mash</li> <li>• Pic Collage</li> <li>• 2Create a story</li> </ul>
2		<ul style="list-style-type: none"> <li>• Know the functions of the spacebar, return, delete, back space, caps lock and the editing tools.</li> <li>• I can use the spacebar correctly.</li> <li>• I can copy and paste images and text.</li> <li>• I can use caps lock for capital letters.</li> <li>• I can add images alongside text in a word processing document.</li> <li>• I can change the font style, size and colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Word</li> <li>• Purple Mash</li> <li>• Pages app</li> </ul>

		<b>Media - Presentations, web design and eBook creation</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG'S</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	Use a range of small tools. (PD, Fine Motor Skills)  Is confident to try new activities and show independence, resilience and perseverance when facing a challenge. PSED, managing self.	<ul style="list-style-type: none"> <li>I can record my voice.</li> <li>I can move and resize images.</li> </ul>	<ul style="list-style-type: none"> <li>Talk tin</li> <li>Camera app</li> <li>Interactive whiteboard</li> </ul>
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>I can add labels to an image.</li> <li>I can order images to create a simple storyboard or storybook</li> <li>I can use pictures and text to explain my understanding of a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Purple Mash</li> <li>2Create a story</li> <li>Pic collage</li> </ul>
2		<p>I can add speech bubbles to show what a character thinks.</p> <p>I can import images to a project from the web and camera roll.</p>	<p>Pic collage</p> <p>Pages</p> <p>Purple Mash</p>

		<b>Media - Animation</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG'S</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS			
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>Know that animations make it look like a picture is moving / talking.</li> <li>I can add filters and stickers to enhance an animation of a character.</li> <li>I can create an animation.</li> </ul>	<ul style="list-style-type: none"> <li>ChatterPix Kids</li> <li>2Animate</li> </ul>
2		<ul style="list-style-type: none"> <li>Know that animations make it look like a picture, model or object is moving / talking.</li> <li>I can create multiple animations of an image.</li> <li>I can explain how an animation works.</li> <li>I can experiment with simple animation.</li> </ul>	<ul style="list-style-type: none"> <li>2Animate</li> <li>Imovie</li> </ul>

		<b>Media - Video creation</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG'S</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	Use a range of small tools. (PD, Fine Motor Skills)	<ul style="list-style-type: none"> <li>I know the difference between a photo and video.</li> <li>I can record a short video and play it back.</li> </ul>	Camera app
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>Know that a video / film is a recording of moving pictures.</li> <li>I can record a film using the camera app.</li> <li>I can select an image for the background of my recording.</li> </ul>	Doink greenscreen Camera app Shadow puppets edu
2		<ul style="list-style-type: none"> <li>Know that a video / film is a recording of moving pictures.</li> <li>Know that videos / film often use sound.</li> <li>I can record a video.</li> <li>I can use tools to add effects to a video.</li> <li>I can begin to use green screen techniques with support.</li> </ul>	Doink greenscreen Camera app iMovie Shadow puppets edu

		<b>Media - Photography and digital Art</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG's</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	<p>Use a range of small tools. (PD, Fine Motor Skills)</p> <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD, creating with materials)</p>	<ul style="list-style-type: none"> <li>Know how to take a photograph</li> <li>I can take a photograph</li> <li>I can use a painting app and experiment with different paint and brush tools.</li> </ul>	<ul style="list-style-type: none"> <li>Camera app</li> <li>2PaintaPicture using pattern</li> <li>2Paint</li> </ul>
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>Know the difference between a photo and a picture.</li> <li>I can edit a photo with simple tools.</li> <li>I can use a paint/drawing app to create a digital image.</li> </ul>	<ul style="list-style-type: none"> <li>Camera</li> <li>Mark up</li> <li>Keynote</li> <li>Pic Collage</li> </ul>

2		<ul style="list-style-type: none"> <li>• Understand the meaning of the words crop, edit, mark up.</li> <li>• I can take and edit a photo (crop, mark up etc.)</li> <li>• I can select and use tools to create an image/drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Camera app</li> <li>• Mark up</li> <li>• Keynote</li> <li>• Pic collage</li> </ul>
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		<b>Media - Sound</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG's</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	Performs songs, rhymes, poems, and stories with others and when appropriate tries to move in time with the music. (EAD, being imaginative and expressive)	<ul style="list-style-type: none"> <li>• Know how to record sounds with different resources.</li> <li>• I can record sounds with different resources.</li> <li>• I can find ways to change my voice.</li> <li>• I can record my voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Camera app</li> <li>• SOW</li> <li>• 2beat</li> <li>• 2explore</li> </ul>
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• I can explore short and long sounds</li> <li>• I can record my voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Camera app</li> <li>• Chatterpix</li> <li>• 2sequence</li> <li>• 2beat</li> <li>• 2explore</li> <li>• Garageband</li> </ul>
2		<ul style="list-style-type: none"> <li>• I can record my voice with some musical accompaniment.</li> <li>• I can experiment with making music using software.</li> </ul>	<ul style="list-style-type: none"> <li>• Camera app</li> <li>• Chatterpix</li> <li>• Purple Mash- Busy beats</li> <li>• 2explore</li> <li>• Garageband</li> </ul>

		<b>Data Handling</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG'S</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	Can compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or the same as the other. M, numerical patterns.	<ul style="list-style-type: none"> <li>• I can sort objects into groups and take a picture and discuss what I have done.</li> <li>• I can present data digitally.</li> </ul>	<ul style="list-style-type: none"> <li>• 2Count</li> <li>• Camera app</li> <li>• Pictograms and tallying (not digitally)</li> </ul>
1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<ul style="list-style-type: none"> <li>• Know that data is information / facts.</li> <li>• I can sort images or text into two or more categories on a digital device.</li> <li>• I can collect data on a topic.</li> <li>• I can create a tally chart and pictogram.</li> <li>• I can record myself explaining what I have done and what it shows me.</li> </ul>	<ul style="list-style-type: none"> <li>• 2Count</li> <li>• Word</li> <li>• Camera app</li> </ul>
2		<ul style="list-style-type: none"> <li>• Know what different charts are called – Venn, Carroll, bar chart.</li> <li>• Know what a branching database is.</li> <li>• I can sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software.</li> <li>• I can orally record myself explaining what the data shows me.</li> <li>• I can create a branching database using questions</li> </ul>	<ul style="list-style-type: none"> <li>• 2Count</li> <li>• 2Connect</li> <li>• 2Graph</li> <li>• Camera app</li> <li>• Word</li> </ul>

		<b>Computational Thinking</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG's</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	<p>Listens attentively and responds to what he/she hears with relevant... actions CL, listening, attention and understanding.</p> <p>Shows an ability to follow instructions, involving several ideas or actions. PSED, self-regulation.</p>	<ul style="list-style-type: none"> <li>• I can follow simple oral algorithms.</li> <li>• I can identify simple patterns</li> <li>• I can sequence simple familiar tasks and explain what will happen if they are in the wrong order.</li> </ul>	<p>SOW</p> <p>Beebots</p> <p>BlueBots</p>
1	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p>	<ul style="list-style-type: none"> <li>• Know what an algorithm is.</li> <li>• Know that the sequence of algorithms is important.</li> <li>• Know that algorithms are implemented as programs on digital devices.</li> <li>• Know that debug means fixing mistakes.</li> <li>• I can plan, test and write a simple algorithm.</li> <li>• I can debug a simple algorithm.</li> <li>• I can create a simple program e.g. sequence of instructions for a Bee Bot.</li> <li>• I can use sequence in programs</li> <li>• I can locate and fix bugs in my program.</li> </ul>	<p>2Go Purple Mash</p> <p>Bee Bots</p>
2	<p>Use logical reasoning to predict the behaviour of simple programs</p>	<ul style="list-style-type: none"> <li>• I can write algorithms for everyday tasks</li> <li>• I can use logical reasoning to predict the outcome of algorithms</li> <li>• I understand decomposition is breaking objects/processes down</li> <li>• I can implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino)</li> <li>• I can debug algorithms</li> </ul>	<p>2Go</p> <p>2Code</p> <p>Bluebots</p> <p>Code for life</p>

		<b>Coding and Programming</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG's</b>	<b>Skills/Knowledge</b>	<b>Apps and links</b>
EYFS	<p>Use a range of small tools. (PD, Fine Motor Skills)</p>	<ul style="list-style-type: none"> <li>• I can use a mouse or touch screen to make things happen on screen</li> <li>• I can control a digital device with simple commands.</li> </ul>	<p>Beebots</p>

			Bluebots
1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	<ul style="list-style-type: none"> <li>I can create a simple program e.g. sequence of instructions for a Bee Bot.</li> <li>I can use sequence in programs</li> <li>I can locate and fix bugs in my program.</li> </ul>	Beebots 2DI3D Purple Mash
2	create and debug simple programs use logical reasoning to predict the behaviour of simple programs	<ul style="list-style-type: none"> <li>I understand programs execute by following precise and unambiguous instructions.</li> <li>I can create programs on a variety of digital devices.</li> <li>I can debug programs of increasing complexity.</li> <li>I can use logical reasoning to predict the outcome of simple programs</li> </ul>	2Go 2Code Bluebots Code for life

		<b>Esafety – Education For a Connected World</b>	
<b>Year group</b>	<b>NC Objectives/EYFS- ELG's</b>	<b>Self Image and Identity</b>	<b>Apps and links</b>
EYFS	Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly. PSED, self regulation.	<ul style="list-style-type: none"> <li>Know that I can say; no, stop, I'll tell, I'll ask - to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</li> <li>Know that this could be either in real life or online.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> </ul>
1	recognise common uses of information technology beyond school  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	<ul style="list-style-type: none"> <li>Know that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>Know who to speak to if I see content online that makes me feel sad, worried or frightened.</li> <li>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> </ul>
2		<ul style="list-style-type: none"> <li>Know that other people's identity online can be different to their identity in real life.</li> <li>Know ways in which people might make themselves look different online.</li> <li>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened;</li> <li>I can give examples of how I might get help.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> <li>Childnet</li> </ul>

		<b>Esafety – Education For a Connected World</b>	
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Online Relationships</b>	<b>Apps and links</b>
EYFS		<ul style="list-style-type: none"> <li>Know some ways in which the internet can be used to communicate.</li> <li>I can give examples of how I (might) use technology to communicate with people I know.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> </ul>
1	recognise common uses of information technology beyond school	<ul style="list-style-type: none"> <li>Know why it is important to be considerate and kind to people online.</li> <li>Know how I might use technology to communicate with others I don't know well.</li> <li>I can use the internet with adult support to communicate with people I know.</li> <li>I can give examples of how I might use technology to communicate with others I don't know well.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> </ul>
2	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	<ul style="list-style-type: none"> <li>Know ways in which the internet is used to communicate with people – email, social media, messenger, web pages.</li> <li>I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).</li> <li>I can give examples of how I might use technology to communicate with others I don't know well.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> <li>2mail</li> <li>2blog</li> </ul>

		<b>Esafety – Education For a Connected World</b>	
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Online Reputation</b>	<b>Apps and links</b>
EYFS		<ul style="list-style-type: none"> <li>Know ways that I can put information on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> </ul>
1	recognise common uses of information technology beyond school	<ul style="list-style-type: none"> <li>Know that information can stay online and could be copied.</li> <li>Know what information I should not put online without asking a trusted adult first.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> </ul>



2	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	<ul style="list-style-type: none"> <li>• Know that information put online can last for a long time.</li> <li>• Know who to talk to if I think someone has made a mistake about putting something online.</li> <li>• Know that information can stay online and could be copied.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> <li>• You tube</li> </ul>
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<b>Esafty – Education For a Connected World</b>			
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Online Bullying</b>	<b>Apps and links</b>
EYFS	<p>Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. PSED, managing self.</p> <p>Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly. PSED, self regulation.</p>	<ul style="list-style-type: none"> <li>• Know that bullying is when someone hurts another person more than once by using behaviour which is meant to scare, hurt or upset that person.</li> <li>• I can describe ways that some people can be unkind online.</li> <li>• I can offer examples of how this can make others feel.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> </ul>
1	recognise common uses of information technology beyond school	<ul style="list-style-type: none"> <li>• Know that bullying is someone hurts another person more than once by using behaviour which is meant to scare, hurt or upset that person.</li> <li>• I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> </ul>

2	<p>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>	<ul style="list-style-type: none"> <li>• Know that bullying is someone hurts another person more than once by using behaviour which is meant to scare, hurt or upset that person.</li> <li>• Know / understand how bullying can make someone feel.</li> <li>• I can give examples of bullying behaviour and how it could look online.</li> <li>• I can talk about how someone can/would get help about being bullied online or offline.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> <li>• Internetmatters.org</li> <li>• Azoomee.com</li> </ul>
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		<b>Esafety – Education For a Connected World</b>	
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Managing Online Information</b>	<b>Apps and links</b>
EYFS		<ul style="list-style-type: none"> <li>• Know devices I could use to access information on the internet.</li> <li>• I can talk about how I can use the internet to find things out.</li> <li>• I can give simple examples of how to find information (e.g. search engine, voice activated searching).</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Google</li> <li>• Purple Mash</li> </ul>
1	<p>recognise common uses of information technology beyond school</p> <p>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>	<ul style="list-style-type: none"> <li>• I can use the internet to find things out</li> <li>• I can use simple keywords in search engines.</li> <li>• I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Google</li> <li>• Purple Mash</li> </ul>
2	<p>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>	<ul style="list-style-type: none"> <li>• Know what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</li> <li>• Know and explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</li> <li>• Know that some information I find online may not be true.</li> <li>• I can use keywords in search engines.</li> <li>• I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Google</li> <li>• Purple Mash</li> <li>• Childnet.com</li> <li>• Swiggle.org.uk</li> <li>• Kiddle.co</li> </ul>

		<b>Esafety – Education For a Connected World</b>	
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Health, Well Being and Lifestyle</b>	<b>Apps and links</b>
EYFS	<p>Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. PSED, managing self.</p> <p>Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly. PSED, self regulation.</p>	<ul style="list-style-type: none"> <li>Know rules that help keep us safe and healthy in and beyond the home when using technology.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> </ul>
1	<p>recognise common uses of information technology beyond school</p> <p>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>	<ul style="list-style-type: none"> <li>Know some rules to keep us safe when we are using technology both in and beyond the home.</li> <li>I can explain rules to keep us safe when we are using technology both in and beyond the home.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> </ul>
2		<ul style="list-style-type: none"> <li>Know and explain simple guidance for using technology in different environments and settings.</li> <li>Know how the rules/guides can help me.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Project Evolve</li> </ul>

		<b>Esafety – Education For a Connected World</b>	
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Privacy and Security</b>	<b>Apps and links</b>
EYFS	<p>Forms positive attachment to adults. PSED, building relationships.</p>	<ul style="list-style-type: none"> <li>Know some simple examples of my personal information (name, address, birthday, age, location).</li> <li>I can describe the people I can trust and can share this with; I can explain why I can trust them.</li> </ul>	<ul style="list-style-type: none"> <li>SOW</li> <li>Purple Mash</li> <li>Twinkl</li> <li>Project Evolve</li> </ul>

1	recognise common uses of information technology beyond school  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	<ul style="list-style-type: none"> <li>• Know that personal information includes my name, my birthday, where I live, my family's names, where I go to school.</li> <li>• Know that passwords can be used to protect your personal information and data.</li> <li>• I can explain why I should always ask a trusted adult before I share any information about myself online.</li> <li>• I can explain how passwords can be used to protect information and devices.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> <li>• Project Evolve</li> </ul>
2		<ul style="list-style-type: none"> <li>• Know that online information about me could be seen by others.</li> <li>• Know some rules for keeping my information private.</li> <li>• Know what passwords are.</li> <li>• Know which devices in my home could be connected to the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> <li>• Project Evolve</li> <li>• Thinkuknow.co.uk</li> </ul>

<b>Esafety – Education For a Connected World</b>			
<b>Year group</b>	<b>NC Objectives/EYFS – ELG's</b>	<b>Copyright and Ownership</b>	<b>Apps and links</b>
EYFS		<ul style="list-style-type: none"> <li>• Know that work I create belongs to me.</li> <li>• I can name my work so that others know it belongs to me.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> </ul>
1	recognise common uses of information technology beyond school  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	<ul style="list-style-type: none"> <li>• Know that work I create using technology belongs to me.</li> <li>• Know how to save work.</li> <li>• I can say why work I create belongs to me. it belongs to me (e.g. 'it is my idea' or 'I designed it').</li> <li>• I can save my work so that others know it belongs to me (e.g. filename, name on content).</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> </ul>
2		<ul style="list-style-type: none"> <li>• Know that other people's work belongs to them.</li> <li>• Know that content on the internet may belong to other people.</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• Purple Mash</li> <li>• Twinkl</li> </ul>

