South Norwood Rising Star computing progression of skills 2021-22

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Problem solving		The child can understand **algorithms** as **sequences** of instructions in everyday contexts. The child can take realworld problems and then plan a **sequence** of steps to solve these. The problems could be moving a Bee Bot from one point to another, or making some simple food items like a sandwich, smoothie or pizza. The child can program floor turtles using **sequences** of instructions to implement an **algorithm**. The child can create a Bee Bot (or similar) **program** using a number of steps in order before pressing the Go button. The length of the child's **programs** might increase over the year.	The child can understand **algorithms** as **sequences** of instructions or sets of rules in everyday contexts. The child can recognise that common **sequences** of instructions or sets of rules can be thought of as **algorithms**. Examples could include recipes, but might also be procedures or rules in class, spelling rules, simple arithmetic operations or number patterns. The child can program on screen using **sequences** of instructions to implement an **algorithm**. The child can create **programs** as **sequences** of instructions when programming on screen. Their **program** could be written using simple programming apps (such as Blue Bot or Lightbot), ScratchJr or Scratch, perhaps using pre-prepared **blocks** and **sprites** in this case.	The child can design and write a **program** using a **block language**, without user interaction. A typical program might be a **scripted** animation for a joke, part of a story, or linked to another area of the curriculum. **Programs** could use pre-built **sprites** or ones designed by the child. Expect **programs** to include movement and dialogue; they may also include sound effects and some use of costumes to allow for animated movement. There may be more than one **sprite** in the animation. The child can explore **simulations** of physical systems on screen. The child can experiment with some on-screen **simulations** of physical systems, perhaps linked to topics from other curriculum areas, e.g. a ball bouncing on a bat or a car moving around a track. Many computer games include elements of computer **simulations**. The child can discuss what they have learned from using the **simulation**. The child can plan a project.	The child can design and write a **program** using a **block language** to a given brief, including simple interaction. The child can write a **program** in Scratch (or similar) in which the user has to provide some **input**, perhaps as an answer to a question on screen, or by using key presses or the mouse. The **program** could be a simple game or a set of questions and typed responses. The child can develop their own **simulation** of a simple physical system on screen. The child can create a Scratch (or similar) **program** to simulate a simple physical system. This could be in the form of a simple animation or an on-screen prototype for a product made in design and technology. The child can work with others to plan a project. Given a particular project, the child can work as part of a team to plan how to accomplish their goal, breaking the project down into a set of tasks. Examples of projects could	The child can design, write and **debug** a **program** using a **block language** based on their own ideas. The child can design a **program** of their own and write this in a **block**-based language such as Scratch. The child can test and **debug** their code, explain what bugs they found and how they fixed them. The **program** need not be complex (a simple game or a turtle graphics **program** would suffice) but it should be accomplished with a degree of independent working. The child can experiment with computer control applications. The child can use simple computer control and/or sensors with products they make in design and technology, perhaps using Lego WeDo kits, MaKey MaKey or similar. The child can plan a solution to a problem using decomposition. The child can take a complex problem, identify component parts, use decomposition to break this problem down and	The child can design, write and **debug** a **program** using a second programming language based on their own ideas. The child can design a program of their own and write this in a programming language other than Scratch (or whichever language has formed the focus for their programming in other years), such as TouchDevelop or App Inventor. The second language does not need to be text based, but Logo or Python could be used. The child can test and **debug** their code, explain what bugs they found and how they fixed these. The **program** need not be complex - a simple app would suffice. The child can design, write and **debug** their own computer control application. The child can add computer control and/or sensors to a smartphone app or to products they design and make in design and technology, perhaps using Lego WeDo kits, MaKey MaKey or similar. The child can show evidence of designing, writing and debugging their **program,**

				Working with the teacher and, perhaps, other children, the child can develop an outline plan for a project in computing, involving multiple steps and resources, e.g. creating an animation, filming a video or conducting a survey. In video work, the plan might include identifying a subject; storyboarding the video; sourcing media; recording video; filming; editing; exporting.	include creating an educational game, developing a wiki or monitoring the weather.	then plan how they can solve the problem by working through the elements they have identified. Projects could include developing a computer game, creating a website or designing a building.	ensuring that this functions correctly on the available **hardware platform.** The child can solve problems using decomposition, tackling each part separately. The child can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified. they can then use their plan to solve the original problem. Projects can be extended, such as developing a smartphone app.

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Programming		The child can give a **sequence** of instructions to a floor turtle. The child can create a Bee Bot **program** using a **sequence** of instructions before running it using the Go button. The length of the child's **programs** might be expected to increase over the course of the year.	The child can create a simple **program** on screen, correcting any errors. The child can create a simple **program** on screen (e.g. using the Blue Bot app, ScratchJr or with prepared **sprites** and **blocks** in Scratch) with a particular goal or purpose in mind (e.g. drawing a shape or moving a **sprite** from one place to another). The child can **debug** any errors in their own code.	The child can use **sequence** in **programs.** In on-screen programming, the child's **program** should include a **sequence** of **commands** or **blocks** in an appropriate order. A typical program could be a simple **scripted** animation, e.g. telling a joke, a story or explaining an idea taken from elsewhere on the curriculum. The child's **program** might include multiple **sprites**; instructions could include movement, onscreen text, sound and/or costume changes. The child can write a **program** to produce **output** on screen. The child can create a **program** that produces **output** on screen, such as moving **sprites** or displayed text, e.g. a simple animation program.	The child can use **sequence** and **repetition** in **programs**. The child's program, typically written in Scratch, or similar, should include **sequences** of **commands** or **blocks** and some **repetition. Repetition** would typically be for a fixed number of times, but might also include exit conditions (e.g. repeat...until...). **Programs** might include turtle graphics, simple music or a simple game. The child can write a **program** that accepts keyboard **input** and produces on-screen **output**. In Scratch (or similar), the child can write a **program** that displays a question, accepts typed **input** and responds in an appropriate way to what is typed. This might be used as the basis for a dialogue **program** or a simple maths game.	The child can use **sequence**, **selection** and **repetition** in **programs**. The child's program, typically written in Scratch, or similar, should include **sequences** of **commands** or **blocks,** some **repetition** and **selection. Repetition** might include exit conditions (e.g. repeat...until...). Selection would normally be of an if...then or if...then...else type. At this level, expect the child to be able to combine **repetition** with **selection**. **Programs** might include a computer game or a turtle graphics design. The child can write a **program** that accepts keyboard and mouse **input** and produces **output** on screen and through speakers. In Scratch (or similar), the child can create a computer game using the keyboard or mouse for **input** and the screen and speakers for **output**.	The child can use **sequence**, **selection**, **repetition** and **variables** in **programs**. The child's **program** should include **sequences** of **commands** or **blocks**, **repetition**, **selection** and **variables**. **Repetition** might include exit conditions (e.g. repeat...until...) and perhaps a countervariable for **iteration**. Selection would normally be of an if...then or if...then...else type. At this level, expect the child to be able to combine **repetition** with **selection** and **variables**. **Programs** might include a simple smartphone app. The child can write a program that accepts **inputs** other than keyboard and mouse and produces **outputs** other than screen or speakers. The child could create a smartphone app, using the touch screen and the GPS sensor or accelerometer for **input**, and the screen and speakers or headphones plus vibration motor or **network** connection for **output**.

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Logical thinking		The child can give explanations for what they think a **program** will do. The child can explain to the teacher, and to peers, what they think a **program** will do. This could be a **program** they or their peers have written, or it could be a familiar piece of **software** (including computer games). The child could use an audio recorder or video camera to capture their explanations.	The child can give logical explanations for what they think a **program** will do. The child can give logical explanations of what a **program** will do under given circumstances, including some attempt at explaining why it does what it does. The **program** could be one they themselves have written or it could be a computer game or a familiar piece of **software**. The child could use an audio recorder or a video camera to record their explanations.	The child can explain a simple, sequence-based **algorithm** in their own words. The child can give an explanation for a simple **algorithm** based on a **sequence** of instructions. The **algorithm** could be one of their own, or a simple one with which they have been provided. The **algorithms** could be recorded graphically, e.g. as a storyboard. also be able to use logical reasoning to identify errors in **programs** when they are executed. The **programs** do not have to be written originally by the child. The child can understand that computer **networks** transmit information in a digital (binary) format. The child can explain that any information has to be converted to numbers before it can travel through computer **networks**. The child should understand that this conversion happens according to an agreed system or code. C.3.4.3. The child can understand that email and videoconferencing are	The child can explain an **algorithm** using **sequence** and **repetition** in their own words. Given an **algorithm** using both **sequence** and **repetition,** the child can give a coherent, logically reasoned explanation of what it does and how it works. **Repetition** is likely to be 'forever' or for a set number of times, although end conditions (e.g. repeat...until...) could be used. logically about the **program** code; they might also be able to use logical reasoning to identify errors in **programs** when executed and confirm that they have fixed these by testing the new version of their **program**. The programs do not have to be written originally by the child. The child can understand that the internet transmits information as **packets of data**. When working online, the child can explain that the information they send and receive is automatically broken down into **packets of data**, and that these	The child can explain a rule-based **algorithm** in their own words. When provided with a rule-based **algorithm** (e.g. for a computer game), the child should be able to explain what it does and how it works, in their own words. use logical reasoning to identify possible errors in the **algorithm**, explaining why they believe the **algorithm** is incorrect. The child can understand how data routing works on the internet. The child can give a coherent explanation of how **data packets** are routed from one computer to another on a separate **network**, which is also connected to the internet. The child can understand how web pages are created and transmitted. The child can explain how **HTML** is used to create a web page and how it is transmitted as **packets** of digital **data** over the internet. The child should have an awareness of simple **HTML** tags (such as	The child can give clear and precise logical explanations of a number of **algorithms**. Given an **algorithm**, the child can describe what it does and, using logical reasoning, give precise explanations of how it works. **Algorithms** could be linked to programming projects, but might include a key **algorithm** such as binary search. **algorithm**, explaining why they believe the **algorithm** is incorrect. The child can use logical reasoning to suggest possible corrections to the **algorithm**, explaining why these would correct the bug they identified. The child can understand how mobile phone or other **networks** operate. The child can give an explanation of how mobile phone (or other) **networks** operate: they should know that information is transmitted digitally, and have some understanding of the network topology involved. In the case of mobile phone **networks,** the child should show some understanding of the interactions between a phone, cell transmitters/receivers and the **network**'s control systems.

				made possible through the internet. The child should know that email messages are sent and received through **servers** connected to the internet. The child should know that Skype and other videoconferencing systems also work through the internet, but these services may be direct, peer-to-peer connections rather than via **servers**.	sometimes take different routes across the internet. The child can understand how the internet makes the **web** possible. The child can give an explanation of how requests for web pages, and the **HTML** for those pages, are transmitted via the internet.	<h1> and <p>) for marking up a web page.	The child can understand how domain names are converted into **IP addresses** on the internet. The child can give some explanation of how a domain name is converted into an **IP address** using the distributed **domain name system (DNS)** using something similar to a set of phone books. The child should show an awareness of the lookedup addresses (**DNS** records) being copied (**cached**), and that more local records are used in preference to more authoritative records in most circumstances.

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Creating content		The child can use digital technology to store and retrieve content. The child can use a range of digital technologies to store and access digital content. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. The child can create original content using digital technology. The child can create their own original digital content using a range of technologies. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work.	The child can store and retrieve content on **digital devices**. With a given purpose, the child can use a range of digital technologies to retrieve and store digital content. Technologies will typically include laptop computers, tablets and smartphones with access to the internet, but the child might also be expected to use digital cameras, video cameras and audio recorders (or the equivalent apps on a tablet or smartphone). Projects might include digital photography, searching for images online and creating image-based presentation slides. The child can create original content for a given purpose using digital technology. For a given purpose, the child can create their own original digital content using a range of technologies. Content-creation technology might include laptop computers, tablets, smartphones with **network** connections, digital cameras, video cameras and audio recorders. Projects might	The child can use a range of **programs** on a computer. The child can use a range of **software** on laptop or tablet computers with some degree of independence. **Software** might include video editing, diagnostic tools, email clients, videoconferencing (with the teacher or another adult), survey design **software**, spreadsheets and presentation **software**. The child can design and create content on a computer. The child can plan and execute a project in which they use **software** on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey. The child can collect and present information. The child can use computers to collect information and present this to an audience. E.g. They could shoot and then show a video, read and	The child can use and combine a range of **programs** on a computer. The child can use multiple **programs** on laptop or tablet computers to achieve particular goals. E.g. They might record audio and then use this as samples in a composition; create **HTML** content in a text editor and preview it in a browser; analyse **data** in a spreadsheet and then create a presentation to show the results of their analysis. The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use **software** on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal.	The child can use and combine a range of **programs** on multiple devices. The child can use multiple **digital devices** (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web **servers,** allowing them to use cloud-based applications. E.g. They might use local media in conjunction with a cloud-based programming **platform**, such as Scratch; digital cameras and video cameras to capture content to use on an externally hosted website or blog; a digital camera to take photos they could import into 3D design **software** on a laptop. The child can design and create **programs** on a computer in response to a given goal. The child can design a **program** of their own in response to a given goal and write this in a **block**-based language such as Scratch. The program need not be complex - a simple game or a turtle graphics **program** would suffice, but it should be accomplished with a	The child can select, use and combine a range of **programs** on multiple devices. The child can choose for themselves from a range of available **programs** on laptops, tablets or cloudbased services to achieve particular goals. E.g. They might choose which image editors and presentation **software** to use when making a presentation; which image and audio editors to use when creating media content for an app; which DTP, video editor and website tools to use when developing marking materials for an app. The child can design and create systems in response to a given goal. The child can plan, design and implement a system with multiple, interrelated components with a given goal in mind. E.g. They could develop a smartphone app, taking into account **input**, **output** and connectivity, the **operating system**, the **algorithms**, code and user **interface** of their own **program**. The child can analyse and evaluate **data**.

			include digital photography, creating image-based presentation slides, composing an email and creating simple charts. Look for some indication of the child's creativity in this work.	respond to an email or conduct an online survey and present the results. They should be able to do this with a degree of independence.	The child can collect and present **data.** The child can use computers to collect numerical **data** and present this to an audience. E.g. They could collect and present **data** about the weather over a period of time. They should be able to do this with a degree of independence.	degree of independent working. The child can analyse and evaluate information. Working with text, audio, images or video, the child can analyse information, perhaps summarising this. They should evaluate the quality of the information, looking for bias or questioning assumptions that have been made. E.g. They could work with information on **e-safety**, evaluating its quality and providing a clear and coherent summary.	The child can evaluate the quality of numerical **data**, deciding the extent to which it is affected by systematic or random errors. They should analyse their data, perhaps producing summary statistics, looking for relationships, trends and exceptions. E.g. They could conduct market research for a smartphone app, and analyse and evaluate the data they obtain.

Searching				The child can search for information within a single site. The child can use browser-specific tools (e.g. the Find **command)** and site-specific tools (such as the search tools for Wikipedia or YouTube) to locate particular information on a web page or within a website. The child can understand that search engines select pages according to keywords found in the content. When using search engines, the child should demonstrate their understanding that the pages shown include the keywords they have specified. The child can use this knowledge by thinking of good keywords appropriate for what they are searching.	The child can use a standard search engine to find information. The child can use a common search engine (such as Google with **safe search mode** locked in place) effectively, to search for particular information on the **web**, such as answers to questions they identify in a research project. The child can understand that search engines rank pages according to relevance. The child can demonstrate their understanding that search engine results are ranked according to relevance, and that normally the top results on the first page are likely to be those most relevant to their query. If the child is unable to find good results on the first page, expect them to reconsider their keywords rather than looking at further pages of results.	The child can use filters to make more effective use of a standard search engine. The child can use a common search engine (such as Google with **safe search mode** locked in place) effectively, to search for particular information on the **web**, such as answers to questions they identify in a research project. They should use built-in search tools to filter their results, such as by time, location or reading level. The child can understand that search engines use a **cached** copy of the crawled **web** to select and rank results. The child can explain how a search engine creates an index from a **cached** copy of the **web** and uses this to select and rank results. The child might also show an awareness of the Page Rank **algorithm** in which results are ranked according to the number and quality of in-bound links.	The child can make use of a range of search engines appropriate to finding information that is required. The child can show that they can use effectively a range of different search technologies, including alternatives to Google (such as Bing or Yahoo) and site-specific search engines (such as those for the App Store or Google Play). E.g. They could demonstrate how they would use a range of search engines when researching available smartphone apps for a particular purpose. The child can appreciate that search engines rank pages based on the number and quality of inbound links. The child can demonstrate some awareness of the Page Rank **algorithm**, explaining that the quality of a page is determined largely on the basis of the number and quality of links pointing to that page in the engine's **cached** copy of the **web**, and that quality is itself determined recursively through Page Rank.

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E-safety		The child can keep themselves safe while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the **web** and that they should close the lid of a laptop (or similar action) if they find inappropriate images. The child can understand that information on the internet can be seen by others. The child should be aware that information stored on the **web** or transmitted via the internet is available to other people. E.g. They should know that the images they find online can be found by others too, and that the queries they type in can be seen by those who run the search engine they use and the school's **network**. The child can understand what to do if they see disturbing content online at home or at school. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them	The child can keep safe and show respect to others while using digital technology. The child should know that they need to keep themselves safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the **web** and that they should close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement. They should observe age restrictions on computer games. The child can understand that they should not share personal information online. The child should understand that personal information should be kept private: it should not be posted online to a public audience and should only be shared privately with those who they (or their parents) would	The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should show respect for others when filming and should not normally post videos online. They should take care when using the **Command** prompt and should treat links and attachments in emails with caution. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out. The child can recognise unacceptable behaviour when using digital technology. The child can identify what would be unacceptable or inappropriate behaviour when using digital technology in a range of contexts. E.g. They should know what would be unacceptable when using online communities, such as the Scratch website, or when shooting or publishing video. They should know what would be unacceptable use of	The child can demonstrate that they can act responsibly when using computers. The child can act responsibly when using computers. E.g. They should act responsibly when developing computer games or prototype products. They should behave responsibly when using sampled music or creating a composition. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions. They should contribute positively to a shared wiki. The child can understand the difference between acceptable and unacceptable behaviours when using digital technology. The child can discuss the difference between acceptable and unacceptable behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; the use of others' original content, such as music samples or web pages; wikis, including Wikipedia.	The child can demonstrate that they can act responsibly when using the internet. The child can act responsibly when using the internet. E.g. They should act responsibly when participating in an online community, such as the Scratch community, if permitted to do so. They should demonstrate that they understand the importance of **encrypted** (**HTTPS**) connections when browsing the **web** and of using strong passwords to protect their identity online. They should act responsibly when creating, editing or commenting on web pages or blog posts. The child can discuss the consequences of particular behaviours when using digital technology. The child can discuss the likely or possible consequences of particular behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; using cryptography and passwords; creating websites or writing blog posts.	C.6.7.3. The child can show that they can think through the consequences of their actions when using digital technology. The child can discuss likely and potential consequences of their actions when using digital technology in a range of contexts. Contexts might include developing smartphone apps; using online project management tools; collecting information for market research; posting original content online. C.6.7.3. The child can identify principles underpinning acceptable use of digital technologies. The child can identify some principles underpinning acceptable behaviour when using technologies in a range of contexts. Contexts could include smartphone or tablet use; the use of online project management tools; online surveys and recording of interviews; creating and sharing digital content. Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts. Pupils should know how to report inappropriate behaviour when using technology in school: preferably this will be to

		or other children. They should know to tell their teacher or their parents if this happens.	trust. E.g. The child should recognise that photos they take in school should not normally be posted to the open **web**. They should know that photos taken with smartphones often contain hidden information about where the photo was taken. The child can understand what to do if they have concerns about content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens, and be aware that they could talk to another trusted adult or to ChildLine about this.	the **Command** prompt, email or online survey tools. Know who to talk to about concerns and inappropriate behaviour in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher, the **network** manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. The child can decide whether a web page is relevant for a given purpose or question. The child can form a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a given purpose. The child can use email and videoconferencing in class. When working as part of the class, the child can use email effectively and participate in a whole-class videoconference.	Know who to talk to about concerns and inappropriate behaviour at home or in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher, the **network** manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. They should also know that any concerns over, or inappropriate behaviour with, digital technology at home can be discussed with their parents, with you or with another trusted adult The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether a web page, such as a Wikipedia article, or other digital content is appropriate for finding out the answer to a question they have or for a given purpose. The child can work collaboratively with classmates on a shared wiki.	Know how to report concerns and inappropriate behaviour in a range of contexts. Pupils should know how to report inappropriate behaviour when using technology in school: preferably this will be to their teacher, the **network** manager or another trusted adult. They should know how to report any concerns over inappropriate behaviour with digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police. The child can decide whether digital content is reliable and unbiased. The child can discuss whether particular content (such as a web page, other children's pages or blog posts) is reliable and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content.	their teacher, the **network** manager or another trusted adult. They should know how to report any concerns over, or inappropriate behaviour with, digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or the police. Pupils should know that illegal content or activities can be reported to CEOP or the police. C.6.5.3. The child can form an opinion about the effectiveness of digital content. Taking into account the intended audience and purpose of the content, the child can form a judgement as to, and provide reasons for, the extent to which they consider digital content to be effective. The content might be an app, media resources or marketing materials. C.6.4.3. The child can use online tools to plan and carry out a collaborative project. The child can make use of an online tool to plan and carry out a collaborative project (such as developing an app).

					The child can work collaboratively with their peers on a shared project, such as a class wiki, making useful contributions and providing feedback to others.	The child can work collaboratively with classmates on a class website or blog. The child can work productively and positively with others when developing a shared website or contributing to a class blog.	

Using IT beyond school		The child can show an awareness of how IT is used for communication beyond school. The child can mention some of the ways in which IT is used to communicate beyond school. E.g. They might know that some people use social media such as Facebook, email, video calls or online greetings to say happy birthday to their friends. *(E.g. In 1.6, be aware that many people send greetings online rather than using cards now.)*	The child can show an awareness of how IT is used for a range of purposes beyond school. The child can name a number of purposes for which IT is used beyond school. The child might know that adults can share work and discuss ideas in online communities; that photos can be taken, edited and shared easily using digital technology; that the **web** is made up of information shared by people and organisations; that people use email for a range of purposes and in a variety of contexts; that scientists use computers when collecting and analysing **data**.				

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