



ATHENS v SPARTA	
<p>To know how to use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact (NC)</p> <p>To know how to use sequence, selection, and repetition in programs, work with variables and various forms of input and output (NC)</p>	
COMPOSITES	COMPONENTS
To understand the Trojan Horse and its history	<p>To know that the Trojan Horse refers to a wooden horse said to have been used by the Greeks in the Trojan War</p> <p>To know that using the Trojan Horse helped the Greeks to enter the city of Troy and win the war</p> <p>To know that the Trojan Horse was said to have been used to deceive enemies, as the army hid inside</p>
Know that a Trojan Horse is a type of malware that causes harm to computers	<p>To know that malware is a term to describe viruses, worms, and other malicious software used to gain access to sensitive information or interfere with a computer's performance</p> <p>To know that a Trojan Horse is the name of a type of malware</p> <p>To know that a Trojan Horse deceives users by appearing to be a harmless piece of software</p> <p>To know that Trojan Horses are known to create a backdoor on your computer that gives malicious users access to your system, possibly allowing confidential or personal information to be compromised (stolen)</p> <p>To know why Trojan Horses are dangerous</p>



ATHENS v SPARTA (cont.)	
COMPOSITES	COMPONENTS
To understand and use repetition within algorithms	<p>To know that algorithms should be clear and unambiguous</p> <p>To know that repeat means that something happens or is done again</p> <p>To know that when something occurs again in an algorithm / program it is called a repeat / loop</p> <p>To know that a flowchart is a diagram of a sequence of functions / actions</p> <p>To know that algorithms can be represented as flowcharts</p> <p>To know how repetition is used in algorithms practically (<i>Zorba's Dance</i>)</p> <p>To know that repetition within instructions / algorithms can make them more succinct</p>
To understand the use of different inputs and begin to understand selection in programming	<p>To know that an input is data that is entered into, or received by, a computer e.g. a user pressing a key on a keyboard, clicking a mouse or tapping a touch pad</p> <p>To know that some inputs indicate to the computer what we want it to do, while others provide data for the computer to process</p> <p>To know that inputs don't always have to be initiated by human beings e.g. sensors can be used as inputs</p> <p>To know that an output is how the computer presents the results of the input</p> <p>To know that outputs come in many forms e.g. text on a screen, printed materials, or as sound from a speaker</p> <p>To know that selection allows you to choose whether to run a section of code</p> <p>To know that selection allow you to choose to run code only IF / WHEN a certain condition is met</p>



ATHENS v SPARTA (cont.)	
COMPOSITES	COMPONENTS
To understand and use inputs, repetition and selection in programming	<p>To know a variety of inputs and how to use these within block-based programming <i>To know that a control blocks can be used to with a variety of inputs in Scratch e.g. when clicked, when loudness, when pressed, etc.</i></p> <p>To know that loops can be used to make code neater and clearer</p> <p>To know how to create repetition / loops within a program</p> <p>To know how to execute repetition / loops within a program</p> <p>To know how to use selection within a program</p>



UNDER THE CANOPY

To know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (NC)

COMPOSITES

To know how to record and analyse data using data logging devices

COMPONENTS

To know that data is the word used to describe information
 To know that data can come in various forms, such as numbers, facts, observations, graphs, charts, measurements, etc.
 To know that data logging is the process of collecting, storing, and displaying data over time
 To know that data loggers are used in various industries and have many uses e.g. tracking supply and transportation activity, measuring temperature and humidity, monitoring environmental conditions in farms or greenhouses, reviewing the performance of technology
 To know that data logging can be completed manually, but predominantly data loggers, or artificial intelligence technologies, are used to collect data
 To know that a sensor on the data logger collects data
 To understand data loggers are often more accurate and efficient than human observation
 To understand the process of data logging: data collection / recording, processing, transfer, analysis
 To know how to use a data logger to collect data
 To know how to use the data collected to create graphs and charts for analysis



COME FLY WITH ME! AFRICA

To know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (NC)

To understand how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (NC)

COMPOSITES

To know how to use publishing software to create an eye-catching information poster

COMPONENTS

To know that information is knowledge or facts that come from a source
 To know that a poster is a sign made of paper or cardboard that is used for advertising, displaying information, or for decoration
 To know that layout is the arrangement of content on a page
 To know that typography is the practical art of arranging how the printed word appears on the page
 To know that captions are the words that describe a picture or graph, usually in a magazine, book, or newspaper
 To know the features of a good poster
 To know how to use the internet to search safely, with an awareness of copyright and ownership, whilst finding resources to use
 To understand that different colours can create different effects for a viewer
 To know how to use tools within publishing software for different purposes, such as editing font style, size and colour; creating different layouts, adding and editing pictures
 To know how to save and print (if needed) a final poster



“THAT’S ALL, FOLKS!”	
To know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (NC)	
COMPOSITES	COMPONENTS
To know what animation is	To know that ‘inanimate’ means not having or showing the characteristics associated with life To know that to animate something simply means to bring it to life To know that animation occurs in various forms
To understand the history of animation	To know that animation has developed over time, along with the development of technology To know that animation began as still drawings To know that a flipbook is a booklet with a series of images that very gradually change from one page to the next, so that when the pages are viewed in quick succession, the images appear to animate by simulating motion or some other change To know that animation developed from paper to screen To know that computer technology has created advancements in animation To know that animation is continually developing and may change again in the future
To know some famous animations and how they are made	To know that Mickey Mouse is one of the most famous cartoon characters in the world To know that Walt Disney founded Walt Disney Studios To know that Walt Disney and Ub Iwerks created Mickey Mouse in 1928 To know that Wallace and Gromit are a set of characters, created by the animator Nick Park, along with the animation studio, Aardman animations To know other famous animations and be able to discuss likes and dislikes



“THAT’S ALL, FOLKS!” (cont.)	
COMPOSITES	COMPONENTS
To know the different methods of animation	<p>To know that the three most used types of animation are 2D, 3D and Stop Motion</p> <p>To know that 2D means two-dimensional, i.e. something that has two dimensions – length and width</p> <p>To know that 3D means three-dimensional, i.e. something that has three dimensions – width, height and depth (length)</p> <p>To know that 2D Animation is the art of creating movement in a two-dimensional picture</p> <p>To know that 2D animation is created using pencil / pen and paper or a computer / electronic device</p> <p>To know that 3D animation is the process of taking digital objects and making them come to life by creating the illusion that they're moving</p> <p>To know that 3D animation is created using advanced computer software</p> <p>To know that stop motion animation is created using a camera to take a sequence of pictures with models and props</p> <p>To know that in stop motion animation, objects are filmed frame-by-frame so that they appear as if they're moving when played back at normal speed</p>
To understand how to create a stop motion animation	<p>To know how to take a photograph</p> <p>To know that one photograph in a stop motion animation is called a frame</p> <p>To know that frames are put together in succession to create the illusion of movement</p> <p>To know that animations are created in frames per second (fps)</p> <p>To know and use the tools within animation software / app such as clip, add frame, camera, duplicate, etc</p>



SAFE ZONE - YEAR 3 LESSON 1

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

SELF-IMAGE AND IDENTITY

I can explain what is meant by the term 'identity'

I can explain how people can represent themselves in different ways online

I can explain ways in which someone might change their identity depending on what they are doing online. (e.g. gaming; using an avatar; social media) and why

COMPOSITES	COMPONENTS
I can explain what is meant by the term 'identity'.	<p>To know that identity means who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you</p> <p>To know what information you might have on an identity card</p> <p>To know what types of information might be stored about yourself online</p>
<p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online. (e.g. gaming; using an avatar; social media) and why .</p>	<p>To know that it is important to not give away too much of your identity online to keep you safe</p> <p>To know that other people's identities online can be different to their identities in real-life</p> <p>To describe ways in which people might make themselves look different online e.g. avatars, fake pictures etc.</p> <p>To know that an avatar is useful to show people aspects of your personality, but not give away too much information about yourself</p> <p>To know that honesty is when you speak the truth and act truthfully</p> <p>To know that it is important to be honest both online and offline</p> <p>To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc.</p> <p>To know that it is difficult to know someone's true identity when communicating with them online</p>



SAFE ZONE - YEAR 3 LESSON 2 – PART 1

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

ONLINE RELATIONSHIPS

I can describe ways people who have similar likes and interests can get together online.

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.

I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

I can explain how someone's feelings can be hurt by what is said or written online.

I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

COMPOSITES

I can describe ways people who have similar likes and interests can get together online.

COMPONENTS

To know that communicate means to exchange thoughts, ideas, or information

To know that we can communicate with people online and offline

To know that we can communicate in a variety of different ways e.g. verbally, text, video, body language, etc.

To know that when we communicate with people who have similar likes and interests online, we have things in common and often use a shared vocabulary

To know that we may communicate with strangers online and should be wary of this

To know that you may meet people online who share similar interests to you e.g. through gaming etc

To know that people online and offline can be treat you in different ways e.g. being kind, sarcastic, mean, friendly, etc

To know and explain some risks of communicating online with others I don't know very well



SAFE ZONE - YEAR 3 LESSON 2 – PART 1 (cont.)

COMPOSITES	COMPONENTS
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	<p>To know that knowing someone offline is different to knowing someone online</p> <p>To know why it is different e.g. not face to face, might not be sharing true identity etc</p> <p>To know that it is better to communicate with people you know in the real world online</p> <p>To know that you should always gain permission from a trusted adult if you would like to communicate with someone you do not know in the real world</p>
I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	<p>To know that honesty is when you speak the truth and act truthfully</p> <p>To know that it is important to be honest both online and offline</p> <p>To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc.</p> <p>To know that it is difficult to know someone's true identity when communicating with them online</p> <p>To know that people communicating online might not be being honest and truthful e.g. they might be looking to gain access to personal information</p>
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	<p>To know different examples of things that might make you feel sad, worried, uncomfortable, or frightened online e.g. unkind / inappropriate comments, age-inappropriate content</p> <p>To know that you can ask for help</p> <p>To know how to ask for help</p> <p>To know who to speak to when you need help / support e.g. trusted adults</p> <p>To know that it is okay to change your mind about trusting someone if you feel nervous, uncomfortable or worried</p> <p>To know how to deal with situations that make you feel uncomfortable online e.g. speaking to a trusted adult</p>



SAFE ZONE - YEAR 3 LESSON 2 – PART 1 (cont.)

COMPOSITES	COMPONENTS
I can explain how someone's feelings can be hurt by what is said or written online.	<p>To know that hurt means unhappiness or sadness caused by someone's words or actions</p> <p>To know that you can be hurt or upset by things that are said to you</p> <p>To know that you can be hurt or upset by things said to you online</p> <p>To know what to do if you have been hurt or upset by something online e.g. speaking to a trusted adult</p> <p>To know that if we comment in a digital space, we should always try to be respectful, just as we would offline</p>
I can explain the importance of giving and gaining permission before sharing things online; how the principle of sharing online is the same as sharing offline e.g. sharing images and videos.	<p>To know that permission is the act of allowing someone to do something</p> <p>To know that you should gain permission and / or give permission before sharing things online</p> <p>To know that you should always gain permission from a trusted adult if you would like to communicate with someone you do not know in the real world</p> <p>To know that the principles of sharing in the real world should exist in the online world, too e.g. sharing an image</p>



SAFE ZONE - YEAR 3 LESSON 2 – PART 2

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

ONLINE BULLYING

I can describe appropriate ways to behave towards other people online and why this is important

I can give examples of how bullying behaviour could appear online and how someone can get support

COMPOSITES	COMPONENTS
I can describe appropriate ways to behave towards other people online and why this is important.	<p>To know that if we comment in a digital space, we should always try to be respectful as we would offline</p> <p>To know that our behaviour can affect how others feel online e.g. if we make a kind comment, they could feel good, and a negative comment could make them feel bad</p> <p>To know there are different ways communicate in a school's digital space e.g. posts, comments, messages, forums, video calls, gifs, images</p> <p>To know to post on a school blog / digital space</p> <p>To know how to comment on a blog post / school digital space</p>



SAFE ZONE - YEAR 3 LESSON 2 – PART 2 (cont.)

COMPOSITES	COMPONENTS
<p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>To know that bullying is persistent physical or mental abuse</p> <p>To know that a bully is someone who engages in persistent and repeated physical and mental abuse</p> <p>To know some examples of bullying behaviour and how it could look online e.g. mean comments, etc.</p> <p>To know the difference between accidental and intentional</p> <p>To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, etc.</p> <p>To understand how bullying can make someone feel e.g. scared, lonely, upset, anxious, hated</p> <p>To know some of the signs that someone might be being bullied e.g. become withdrawn, quiet, sad</p> <p>To know that someone experiencing bullying is not to blame and they must not feel that way</p> <p>To know how someone can / would get help about being bullied online or offline</p> <p>To know that you should always try your best to help someone if you feel they are being bullied</p> <p>To know that it is the right thing to do to report bullying to a trusted adult</p> <p>To know that if you are upset or worried about something online you should talk to a trusted adult</p> <p>To know and name different people who you could ask for help and support</p> <p>To know that children do not have to fix problems on their own</p>



SAFE ZONE - YEAR 3 LESSON 3

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

ONLINE REPUTATION

I can explain how to search for information about others online

I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal

I can explain who someone can ask if they are unsure about putting something online

MANAGING ONLINE INFORMATION

I can demonstrate how to use key phrases in search engines to gather accurate information online

I can explain what autocomplete is and how to choose the best suggestion

I can explain how the internet can be used to sell and buy things

I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc

I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed)

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened

COMPOSITES

I can explain how to search for information about others online.

COMPONENTS

To know that research is the process of finding facts / information in an organised manner

To know that you can use the internet to research

To know that a search engine can help us find things out online e.g. Google, Kiddle

To know what a search engine is

To know that you can search for information about yourself online by inputting details, such as your name

To know that you can search for information about others online



SAFE ZONE - YEAR 3 LESSON 3 (cont.)

COMPOSITES	COMPONENTS
I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	To know that trusted adults can help keep us safe To know that it is important to speak to a trusted adult before sharing personal information so you do not give away anything that could affect your (or someone else's) safety
I can give examples of what anyone may or may not be willing to share about themselves online.	To know that a digital footprint shows examples of where information about us exists online To know that you need to be careful before sharing anything about yourself or others online To know some examples of what anyone may or may not be willing to share about themselves online
I can explain the need to be careful before sharing anything personal.	To know that certain people may want to use your information for their gain e.g. hackers
I can demonstrate how to use key phrases in search engines to gather accurate information online.	To know how to type keywords into a search engine To know how to navigate to and use a search engine or given websites and find information To know how to pick out key information from a text To know how to use functions such as home, forward, back buttons, links, tabs, and sections To know how to accurately use key words and phrases to find correct information
I can explain what autocomplete is and how to choose the best suggestion.	To know that autocomplete is a feature in which an application predicts the rest of a word that a user is typing To know that autocomplete is meant to help save time To know that autocomplete might not always suggest exactly what you want To know that autocomplete may give you suggestions on what to search for To know that you must choose the correct suggestion to get the best search results To know that it is important not to rely too much on autocomplete
I can explain how the internet can be used to sell and buy things.	To know that you can make purchases online (e.g. when gaming, or online shopping) and how this affects our digital footprint



SAFE ZONE - YEAR 3 LESSON 3 (cont.)

COMPOSITES	COMPONENTS
I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	<p>To know that facts are statements that we know to be true</p> <p>To know that opinions are your beliefs about something and might not be true for everyone</p> <p>To know that a belief is a firm thought that something is true</p> <p>To know that facts, opinions and beliefs are all on the internet and it is important to know the difference between the three</p> <p>To know that opinions, facts, and beliefs can be seen in many forms online e.g. webpages, blogs, videos, memes, posts, news stories etc.</p>
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	<p>To know that things you find online might not be true</p> <p>To know that not everyone has to agree with your opinion and vice versa</p> <p>To know that some people might disagree over opinions</p>
I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	<p>To know that people may make mean comments in your online space</p> <p>To know that you should ask for help if something has upset you, both online and offline</p> <p>To know that there are people you can speak to if you need help (e.g. a trusted adult)</p> <p>To know how to explain to others how they can get help if they need it</p>



SAFE ZONE - YEAR 3 LESSON 4

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

HEALTH, WELL-BEING AND LIFESTYLE

I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos)

I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites)

COMPOSITES	COMPONENTS
<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships.</p> <p>I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p>	<p>To know how technology can have a positive impact on you</p> <p>To know how technology can have a negative impact on you</p> <p>To know how to identify how much time you spend using technology</p> <p>To know if technology has ever made you feel anxious, angry, sad, etc</p> <p>To know that rage quitting is when a player in sports or video gaming is too angry to continue playing a game and usually leaves before the end of the game or match</p> <p>To know that time spent using technology could often be spent building relationships offline</p> <p>To know that technology can be both a positive and negative distraction</p> <p>To know that technology can sometimes take all your concentration</p> <p>To know some examples of where it is easy to lose track of time when engaged with technology</p> <p>To know that many devices have screentime trackers that can help guide us on how much time we spend using devices</p> <p>To know that the blue light emitted from devices makes it difficult for us to switch off and go to sleep</p>



SAFE ZONE - YEAR 3 LESSON 4 (cont.)

COMPOSITES	COMPONENTS
<p>I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p>	<p>To know that some games, apps, films, etc, have age restrictions To know that age restrictions are in place to protect children e.g. from seeing inappropriate content, from marketeers, etc To know that you can speak to a trusted adult if someone tries to pressure you to watch or do something online that you are not comfortable with</p>



SAFE ZONE - YEAR 3 LESSON 5

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

PRIVACY AND SECURITY

I can describe simple strategies for creating and keeping passwords private

I can give reasons why someone should only share information with people they choose to and can trust

I can explain that if they are not sure or feel pressured then they should tell a trusted adult

I can describe how connected devices can collect and share anyone's information with others

COMPOSITES

I can describe simple strategies for creating and keeping passwords private.

COMPONENTS

To know that we can use passwords to help protect our personal information online
 To know that we can store passwords securely to protect our accounts
 To know that some passwords are stronger than others
 To know what constitutes a good password e.g. mixture of words, symbols, numbers and upper and lower case
 To know that some passwords can be easily guessed
 To know that passwords should not contain personal information so that they cannot be guessed easily



SAFE ZONE - YEAR 3 LESSON 5 (cont.)

COMPOSITES	COMPONENTS
<p>I can give reasons why someone should only share information with people they choose to and can trust.</p> <p>I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>	<p>To know that it is important to have measures in place to ensure personal information is not given away e.g. parental controls, talking about what to share, etc</p> <p>To know how different types of information can be shared e.g. photo, video, text</p> <p>To know what information should be kept private and what is okay to share</p> <p>To know to speak to a trusted adult before posting anything, especially if you are unsure whether you should post it</p> <p>To know that personal information can be used by others for their gain e.g. hackers, advertisers</p> <p>To know that passwords should be kept private to prevent anyone accessing your information / content and that only trusted adults should be able to share these e.g. school teachers knowing school account passwords, parents knowing passwords at home to keep you safe</p>
<p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>To know that we sometimes give devices permission to share personal information with others when we accept terms and conditions</p> <p>To know that these devices can collect our information</p>



SAFE ZONE - YEAR 3 LESSON 6

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

COPYRIGHT AND OWNERSHIP

I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

COMPOSITES	COMPONENTS
I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	<p>To know that the content found on a webpage of a company will belong to the company and not necessarily the person who created it (an employee)</p> <p>To know that you can use something that does not necessarily belong to you (e.g. a school pencil)</p> <p>To know that if you copy something and say it is yours, it doesn't mean it is</p> <p>To know that it is easy to copy things that are online (e.g. screenshot, download, copy and paste)</p> <p>To know that it is not okay to copy someone's work / content and say it is your own</p> <p>To know that when searching online, most of the content we find belongs to someone else</p> <p>To know that copying someone else's work from the internet without permission can cause problems</p> <p>To know what those problems might be e.g. copyright infringement, upset, taking someone's hard work, etc.</p> <p>To know that there are different types of content / images available on the internet which may have different copyright licenses i.e. some are free to use; some have copyright licences available to purchase so you can use them; some are free to use for certain things like education or news reporting, but it is important to check; some you are unable to copy at all</p> <p>To know how to find out about these licenses (Google Image search tools)</p> <p>To know whether you can use someone's content e.g. Creative Commons</p>