

Progression of Knowledge and Skills in Computing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery	• Explore outcomes when individual buttons are pressed on a robot. • Use mobile phones/walkie-talkies etc. in role play. • With adult help (at home and in school) use a Learning Platform. • Use software that allows children to select different facial expressions to show how they are feeling. • (Talking Faces could be used to record their thoughts appropriately). • Use a paint program or interactive whiteboard software to make marks using simple tools, including changing brushes, fill, colour, and stamps, to communicate their ideas. • Play with a simple adventure programme or simulation.	• Know how to use simple tools on an interactive whiteboard, e.g., software and pen tools. • Play a game with the children taking it in turns to take photographs of each other as they make faces (happy, sad etc.) Display them on IWB. The children then guess which emotion was being expressed. • Children select tracks on a CD to match feelings/moods. (phones, computers, printers etc.).	• Children use digital cameras to take pictures of a teddy in various locations, then use their pictures to make a talking book in whiteboard software or Clicker • Start to recognise simple technologies in the world around us • Explore ways of making and listening to sounds using simple programs and devices, e.g., karaoke machines, music mats and piano keyboards	• Use simple drag and drop matching software - first with pictures or sounds moving to letters and text. • Compare real life and virtual situations, e.g., colour in a shape, dress teddy. • Sound recorders/microphones can be used to record sounds in the outdoor environment. (A simple matching activity could be undertaken with pictures that were taken at the same time. • With help, play back captured still or moving images, becoming familiar with the control buttons, e.g., using play, stop and pauses	• Understand that cameras can take still and moving images (video). • Understand that technological devices can be used to record and play back sounds. • Record sounds and speech using a microphone and computer or a recording device, e.g., talking tins, recording pens, talking postcards.	• Begin to sort, classify or group various objects progressing from practical activities to the use of ICT, e.g., practically sorting fruit into colours, types or shapes,

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Reception	• Explore outcomes when individual buttons are pressed on a robot. • Use mobile phones/walkie-talkies etc. in role play. • With adult help (at home and in school) use a Learning Platform. • Children play a variety of games that help them to learn mouse control and technique • Use software that allows children to select different facial expressions to show how they are feeling. Talking Faces could be used to record their thoughts • appropriately). • drag name on a screen or interactive whiteboard to indicate they are here today. • Play with a simple adventure programme or simulation. • Know how to use simple tools on an interactive whiteboard, e.g., software and pen tools.	• Play a game with the children taking it in turns to take photographs of each other as they make faces (happy, sad etc.) Display them on IWB. The children then guess which emotion was being expressed. • Children select tracks on a CD to match feelings/moods. • Use digital cameras to take pictures of a teddy in various locations, then use their pictures to make a talking book in whiteboard software or Clicker • Use a paint program or interactive whiteboard software to make marks using simple tools, including changing brushes, fill, colour, and stamps, to communicate their ideas. Digital Photographs, Video and Animation • Sound recorders/microphones can be used to record sounds in the outdoor environment. A simple matching activity could be undertaken with pictures that were taken at the same time. • Start to recognise simple technologies in the world around us (phones, computers, printers etc.). • Explore ways of making and listening to sounds using simple programs and devices, e.g., karaoke machines, music mats and piano keyboards. • With help, play back captured still or moving images, becoming familiar with the control buttons, e.g., using play, stop and pause.	• Develop mouse control through simple activities on-screen including click-and-drag, drag-and-drop. • Begin to use a keyboard and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar • Use simple drag and drop matching software - first with pictures or sounds moving to letters and text. • Compare real life and virtual situations, e.g., colour in a shape, dress teddy. • Begin to use a keyboard (with support) and notice the effect on screen. • Use a variety of tools in a graphics (art) package. • Use a camera to take still and moving images (video). • With help, begin to create simple talking pages (e.g. in whiteboard software, PowerPoint or Clicker). • Begin to sort, classify or group various objects progressing from practical activities to the use of ICT, e.g., practically sorting fruit into colours, types or shapes, and then on-screen or interactive whiteboard.	• With support (and a lowercase keyboard) type simple words, their name, etc. • With help add captions to photographs, graphics and sound (perhaps choosing words from a prepared word list). • Set up a shop children choose items then create a shopping list. Children write about what they bought at the supermarket • Be aware that text and images on a computer can be printed out. • Be aware that text comes in different colours, sizes and styles.	• Interact and explore their environment using multimedia equipment, including digital cameras, video cameras, microscopes, webcams and visualisers to capture still and moving images. • Record sounds and speech using a microphone and computer or a recording device, e.g., talking tins, recording pens, talking postcards.	• With support, type and send a short email from a class account (e.g. a letter to Santa). • Support children in exchanging emails, perhaps with an imaginary story character (adult receives the emails and replies. • With help save their own content in their own electronic folder. • Know to tell someone if they view content, they think is inappropriate or upsetting. • Understand there are rules to follow when I am online?

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Year	Information Technology	Computer Science	Digital Literacy (Online Safety in green)
1	<u>Autumn Term: Can I create a digital collage using JamBoard?</u> <u>Skills</u> • Uses software to create, store and edit digital content. • Talks about their work and makes changes to improve it. • Obtains content from World Wide Web using web browser. • Can use a video or stills camera to store a photograph. <u>Overview</u> • Introduce collages (collection of memories or things that say something about you) and make a paper version. • Chn experiment with ChromeBooks – take photographs and explain how they are stored in a cloud on the device. • Show chn how to search for images using Kiddle search engine and copy/paste to document. • Show features of Jam Board app – chn then create their digital collage by inserting images. • Evaluate collages.	<u>Summer Term: Can I instruct programmable toys (Beebots)?</u> <u>Bee Bot Programming</u> <i>Instruct programmable toys to find the treasure!</i> <u>Skills</u> • Understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. • Understand that an algorithm written for a computer is called a program. • Can work out what is wrong with a simple algorithm when the steps are out of order. • Understand that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. • Can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. <u>Overview</u> • Ask chn how they think computers work and how they complete simple tasks – explain they are programmed by people. • Chn blindfold and program each other to walk around cones. • Introduce Bee Bots – give brief overview of entering commands – chn experiment. • Chn program Bee Bots to complete simple circuits e.g. square, noting down their instructions with arrow symbols.	<u>Spring Term: Can I understand different forms of communication? (email through paper messaging)</u> <u>Messages</u> <i>Introduce email through paper messaging</i> <u>Skills</u> • Understands what is meant by ‘technology’ and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair • Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. • Knows what to do when concerned about content or being contacted. <u>Overview</u> • Discuss different methods of communication and brief history of communication. • Discuss technology and find examples around the school. • Discuss importance of keeping personal private. • Read and discuss Smartie the Penguin (Childnet) • Chn write each other a message on paper including their name, recipient’s name and school address. • Chn reply to the message they were sent – how would we send this to more than one person? • Introduce email. Draft class email to a school in another country Online Safety Summary for Year 1: Children understand the importance of keeping information, such as usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their Google Drive.

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Year	Information Technology	Computer Science	Digital Literacy (Online Safety in green)
2	Autumn Term: Can I create a digital comic? (Microsoft Publisher) Comic Writers <i>Draw and write captions for a comic using Publisher</i> Skills - Is confident when creating, naming, saving and retrieving content. - Can use a range of media in their digital content including photos, text and sound. - Understand the difference between download and upload. - Can share an image file between devices. - Can share a document with a peer using their email address Overview - Show chn examples of comic book pages – what do they all have? Pictures, speech bubbles etc. - Chn plan and take pictures for their own comic using iPads. - Upload photographs to Google Drive and insert into Google Slides document. - Chn resize and crop pictures. - Chn add speech bubbles to pictures and write captions. - Chn share their comic pages and find them in each other's Google Drive shared folders.	Summer Term: Can I understand how we speak to computers? How Do We Speak to Computers? <i>Identify different types of technology and main parts of computer</i> Skills - Can explain that an algorithm is a set of instructions to complete a task. - When designing simple programs, shows an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. - Can create a simple program that achieves a specific purpose. Can also identify and correct some errors. - Can identify the parts of a program that respond to specific events and initiate specific actions, e.g. they can write a cause and effect sentence of what will happen in a program. Overview - What are computers? How do they work? Chn draw what they think a computer is. - Show chn inside of a computer. Discuss main components i.e. RAM, CPU, hard drive. - Introduce chn to Lightbot program. How do we guide Lightbot around the maze? What language do we use to speak to computers? - Introduce Scratch and design a program that allows the cat to eat and apple. - Using Scratch, program the cat sprite to move to an apple sprite that disappears when it is touched.	Spring Term: Can I communicate via email? Email Detectives <i>Use email to communicate and gather information to solve a mystery</i> Skills - Can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails. - Understand how to communicate in an appropriate way when using email. - Know who to speak to if they receive or find inappropriate content or communications. - Can give some examples of 'personal information', understand this information is private and that it should not be shared. Overview - How do we communicate with each other? Look at history of communication and introduce email. - Share email from teacher about stolen cake. Chn draft class reply – look at format of email. - Focus of online safety and keeping personal information - Watch and discuss Jessie and Friends videos (Childnet) - Chn log onto their email accounts and reply to teacher, attaching a picture of a cake. - Share class email addresses and give chn time to email each other. Online Safety Summary for Year 2: Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as sending an email. They develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.

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End of Key Stage 1 Expectations:

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 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 content or contact on the internet or other online technologies.

Key Stage 1 Computing Vocabulary

	Autumn		Spring		Summer	
Year 1	• digital collage • Jamboard • software • camera	• photograph • create • store • edit	• email • paper • messaging • technology	• personal • private • modern • draft	• Beebot • programming • instructions	• algorithm • code • de-bug
Year 2	• Google Slides • iPad • Google Drive • re-size pictures	• crop pictures • caption • shared folder	• communicate • email • attach • respond	• shared • appropriate • inappropriate • private	• technology • algorithm • program • code	• error • event • action • RAM, CPU, hard drive

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Year	Information Technology	Computer Science	Digital Literacy (Online Safety in green)
3		Autumn Term: Can I understand how the Internet works? The Internet: <i>What is the internet? How does it work?</i> Skills - Can list a range of ways that the internet can be used to provide different methods of communication. - Can describe appropriate email conventions when communicating in this way. - Understands the difference between the internet and internet service e.g. world wide web. - Understands the difference between hardware and application software, and their roles within a computer system. Overview - Recap – what is a computer? What are the 3 main parts? - Introduce networks/servers – chn mark down devices on map of school that may be part of school network. - Ask chn what they think the internet is – explain difference between internet (global network of computers) and WWW (collection of web pages). - Introduce HTML – chn edit a webpage using Mozilla Firefox Goggles. - Recap unit – what have they learnt? Summer Term: Can I create a computer animation? (Viking myth using Scratch) Computer Animation - Can turn a simple situation, e.g. a conversation, into an algorithm for a program by deconstructing it into manageable parts. - Can identify an error within their program that prevents it following the desired algorithm and then fix it. - Designs for their programs show that they are thinking of the structure of a program in logical, achievable steps, e.g. 'if' statements. - Can 'read' simple programs with several steps and predict the outcome accurately. - Can create conditions for actions by sensing proximity or by waiting for a user input. Overview - Chn design a code for a brief interaction between Viking Gods using Scratch. - Allow chn to experiment with Scratch program, familiarise themselves with scripts, stage etc. - Chn design their sprites and backgrounds. - Chn program the sprites to interact with each other ensuring sprites change costume, use speech, disappear and move when interacting. - Chn share and evaluate their sequences.	Spring Term: Can I research and share Information about Ancient Egyptians (Blogging)? Blogging <i>Research and blog information about the Ancient Egyptians</i> Skills - Can carry out simple searches to retrieve digital content. Understanding that to do this, they are connecting to the internet and using a search engine. - Children can collect, analyse, evaluate and present data and information using a selection of software. - Can contribute to blogs that are moderated by teachers. - Give examples of the risks posed by online communications. - Understand the term copyright. - Begin to understand what a 'digital footprint' is and what is appropriate to share online. Overview - Chn draw a mindmap of Qs they would like to answer about the Ancient Egyptians. - Watch Play, Like, Share? Videos (thinkuknow) and discuss. - Model how to search for information on the WWW – why are some websites blocked? Chn take notes to answer their Qs. - Discuss copyright – who does an image belong to? - Chn rewrite their notes in their own words. - Give an overview of j2e5 software – chn write up their notes and posts blogs, pending authorisation by teacher. - Chn read each other's blogs and comment politely and constructively. Online Safety Summary for Year 3: Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools. They know more than one way to report unacceptable content and contact.

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Year	Information Technology	Computer Science	Digital Literacy (Online Safety in green)
4	Spring Term: Can I Create a Branching Database using j2data? Branching Database <i>Create physical and on-screen branching databases.</i> Skills - 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 - Use technology safely, respectfully, and responsibly - Can compare two branching database structures - Can create questions and apply them to a tree structure - Can use a branching database to answer questions Overview - Explore questions with yes or no answers and how these can be used to identify and compare objects. - Discuss how to arrange objects in a tree structure. - Chn use an online database tool to arrange objects into a branching database. - Chn arrange the questions into a tree structure, before using branching database to answer questions. - Chn compare two ways of presenting information – in a branching database and a pictogram. Summer Term: Can I create an interactive slideshow using Google Slides? History Presenters <i>Create an interactive slideshow using Google Slides.</i> Skills - Understands the function, features and layout of a search engine. - Can appraise selected webpages for credibility and information at a basic level. - Children are able to make improvements to digital solutions based on feedback. - Can create linked content using a range of software. - Be confident in creating & modifying text & presentation documents to achieve a specific purpose - Can explore the effects of multimedia in a presentation (photos,video,sound) and show how they can be modified. Overview - Discuss History topic and ask chn to think of Qs they could ask about it. - Chn research their questions using WWW and take notes – look at Espresso video on effective searching. - Show chn example of interactive slideshow – chn find high quality images and crop buttons for hyperlinks. - Chn insert hyperlinks and build their presentations with their research, with reference to original sources. - Chn share their Google Slides presentations with peers. - Chn design a questionnaire about their presentation using Google forms and collect data.	Autumn Term: Can I program a Roman soldier game? Roman Soldier Maze <i>Create a simple Roman Maze Game using Scratch</i> Skills - When turning a situation into an algorithm, designs show they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. - Can make more intuitive attempts to debug their own programs. - Understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. - Understanding how variables can be used to store information while a program is executing, e.g. a score. - Can use and manipulate the value of variables. Overview - Chn to design a Roman Maze game and discuss how they would program the game. - Show chn example of Scratch maze game – Solider collects his armour and weapons to win the game, with each piece of armour adding to a 'score'. - Chn design their sprites and weapons separately – costume changes as each weapon is collected. - Chn add code to change costume and score when sprite touches weapon. - Chn add maze background. - Play each other's' games and evaluate.	Watch and discuss SMART Crew videos (Childnet) Online Safety Summary for Year 4: Children can agree sensible online safety rules for the classroom and at home. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.

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Year	Information Technology	Computer Science	Digital Literacy (Online Safety in green)
5	Summer Term: Can I Plan and Film a Documentary about Our School? Documentary <i>Plan and film a documentary about a school-based question</i> Skills - Can search with greater complexity for digital content when using a search engine, and explain in some detail how credible a webpage is and the information it contains. - Can collaboratively create content and solutions using digital features within software such as collaborative mode. - Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. - Can edit and add transitions to videos. - Understands how media can be biased and that content can be edited to emphasise an opinion. Overview - Introduce the term documentary and watch a few short examples. Explain that docs present a view of the world and can be biased. - Children discuss things they would change at school e.g. no uniform, pets, shorter school day. - Research opinions about topics and write questions for interviewees about their opinions. - Children record a test interview using the iPads – discuss framing and sound recording. - Children film their documentaries and find images for narrated parts. - Model editing using iMovie – children edit their documentaries, adding music and transitions. - Children share opinions before and after watching documentaries.	Spring Term: Can I use Scratch to create a Roadmap maze? Roadmap Maze Create a maze game with repeat loops and multiple levels using Scratch? Skills - Can set events to control other events by 'broadcasting' information as a trigger. - Can translate complex real-life situations into algorithms for a program by deconstructing it into manageable parts. - Can write down the steps required to achieve the outcome that is wanted and refer to this when programming. - Can test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. Overview - Children study Google Maps – look at how roads intersect/meet and how buildings/parks display on the maps - Show children example of map game – sprite can only move on roads, cars also move on roads blocking sprites path, broadcast switches levels when certain score is reached. - Children design their maps and break down code into written, manageable steps. - Children design their sprite and backgrounds. - Model how to set up a variable score and how to broadcast to change backgrounds and sprites. - Children create games, debugging and adding features. - Children play each other's games and evaluate – where could we go next?	Autumn Term: Can I Understand the Risks and Benefits of the Internet? Play Like Share <i>Watch and discuss 'Smart Crew' series and design the perfect digital house using Google Sketch Up</i> Skills - Give examples of the risks of online communities and demonstrate knowledge of how to minimise the risk and report problems. - Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns. - Understands and follow rules relating to the Childnet Smart scheme. - Understands that images they see online may have been manipulated. - Understands that people we meet online may not be trustworthy. - Can create a 3D representation of a building. Overview - Watch and discuss BBC Bitesize Digital Literacy videos - Discuss positive ways in which the internet can be used for communication and creativity. - Explore Google Sketch Up and look at examples of 'dream houses' online. - Children design their own dream house to create using Google Sketch Up. - Children create their houses using Google Sketch Up. - Children look at examples of property websites. How do they 'sell' the houses? - Children design a brochure for their house using Google Docs to sell their houses. Online Safety Summary for Year 5: Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others. They can identify levels of online risk and question the reliability of information from online sources.

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Year	Information Technology	Computer Science	Digital Literacy (Online Safety in green)
6	Spring Term: Can I Create My Own Website using Google Sites? Website Design <i>Design and evaluate a website for a chose purpose</i> <u>Skills</u> - Justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals. - Can make clear connections to the audience when designing and creating digital content. - Can use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements. - Can collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience - Stores presentations and videos online where they can be accessed by themselves and shared with others. <u>Overview</u> - Explore and review existing websites and evaluate their content. - Look at the different layout features and plan own web page on paper. - Find copyright-free images to use in their work from suggested sources. - Create multiple web pages for their site and use hyperlinks to link them together. - Create hyperlinks on their own websites that link to other people's work. - Evaluate the user experience when using their own website.	Autumn Term: Can I design and program an interactive game using Scratch? Text based Adventure Game <i>Design and program an interactive game using Scratch</i> <u>Skills</u> - Can turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) decomposing them in a logical way and applying skills from previous programs. - Can test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. - Can translate algorithms that include sequence, selection and repetition into code. - Can interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. <u>Overview</u> - Discuss choose-your-own-adventure games – chn plan their own thinking about branch-like structure. - Show chn example of Scratch. Adventure game – look inside and break down code. - Begin by asking Q and setting variable. - Follow up with IF-ELSE options. - Explain broadcasting and changing characters/backgrounds. - Chn program and games and add features using guides to work at their own pace. - Chn share their games, evaluate and improve based on seeing each other's programs.	Summer Term: Can I discuss the dangers associated with using the Internet and how to avoid them? CyberPass <i>Discuss and complete CyberPass activities</i> <u>Skills</u> - Can use online communication tools e.g. blogs, messaging, safely and responsibly. - Can explore options for privacy levels in a range of online settings, e.g. online gaming, social media. - Can clearly identify levels of online risk. - Can identify and appropriately use social networking sites/features, making good judgements. - Can discuss their own personal use of the internet and choices they make - Understand how to protect devices from virus threats <u>Overview</u> - Online Safety presentation/discussion from Stephen Welding (Sutton eSafety advisor) - Discuss chn's understanding and experiences of social media. What are the risks? How can we keep safe? - Chn complete CyberPass activities followed by discussion after each topic – (Settings, Privacy, Looking, Share, Playing, Talking, Friends, Money) - After completing each activity, complete the quiz and review the checklist to brush up on anything that is still unclear. - Discuss how they will apply safety tips to their lives beyond Year 6. Online Safety Summary for Year 6: Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking. They recognise the value in preserving their privacy when online for their own and other people's safety.

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End of Key Stage 2 Expectations:

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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Key Stage 2 Computing Vocabulary

	Autumn		Spring		Summer	
Year 3	• The Internet • communication • email • World Wide Web	• network • server • network • HTML	• blog • search • digital content • data	• software • online communication • copyright • digital footprint	• coding • algorithm • program • condition	• action • error • script • sprite
Year 4	• Computer Science • algorithm • code/coding • repetition	• debug • variables • program • sprite	• branching database • analyse • report • evaluate	• information • digital • present • audience	• Google Slides • interactive • slideshow • search engine	• webpage • software • text • presentation
Year 5	• online safety • SMART Crew • communication • creativity	• Google Sketch Up • design • property • brochure	• Scratch • repeat loops • broadcasting • algorithm	• program • debug • logical • information	• Information Technology • digital content • search engine • webpage	• documentary • digital • software • edit
Year 6	• Scratch • design • program • interactive • code	• algorithm • debug • systematic • sequence, selection, repetition	• Information Technology • website • design • web page • digital device	• application • software • digital content • media	• Online Safety • communication • privacy levels • settings	• online risk • social network • protect devices • virus threats