



# BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

## SCIENCE END POINTS

### Computer science and programming

Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points
To know that pseudocode is where an algorithm is planned and written in plain English, rather than a specific computer code or language.	To know that a code is a language that a computer understands (and there are many different coding languages we can use).	To know that abstraction means identifying what is important and leaving out unnecessary detail in an algorithm or program.	To know that a variable is a piece of data with a value that can change, which is stored in memory while a program is running, so that it can be retrieved later.
To know that repetition means repeating certain instructions (creating loops) in a program.	To know that coding is writing an algorithm or program in a specific computer language (a code).	To know that a procedure is a short sequence of commands, nested within a program, that can be run repeatedly, making the program more efficient.	To be able to use the vocabulary of computer science when explaining a program's purpose/features.
To know that decomposition means breaking down a problem, activity or system into smaller steps or parts..	To know that logical reasoning is thinking about what should be happening, to help us predict what comes next, to identify causes and their effects and to detect and fix problems.	To know that selection is when a program carries out instructions depending on whether a choice is made or a condition is met (If... then...)	To know how to use logical reasoning to explain how algorithms and programs work, to make predictions and make deliberate changes to create desired effects.
To know how to create precise, correctly sequenced algorithms and programs.	To know how to use pseudocode to plan how a program will work and what it should do, before using software to write the program.	To know how to use logical reasoning to explain how algorithms and programs work, predict what they do and the effect of changes.	To know how to explain instances of problem-solving and the choices made.
To know how to use repetition (creating loops) in a sequence of instructions.	To know how to use logical reasoning to explain how algorithms work and predict what they do.	To know how to use logical reasoning, decomposition and abstraction to plan and write algorithms and programs.	To be able to apply skills such as decomposition, repetition, procedures and abstraction, explaining how they made a program more efficient.
To know how to identify and use repetition (loops) in an algorithm and program and explain why it is useful.	To know how to use logical reasoning to debug an algorithm or program and explain how the problem was solved.	To know how to debug an algorithm/program and explain how the problem was solved.	To know how to use variables and selection in an algorithm or program.
To know how to identify errors in an algorithm or program and debug the errors by thinking about what should be happening (logical reasoning).	To know how to program and sequence an animation in Scratch.	To know how to use abstraction to identify what is important and what can be left out when designing a program.	
To know how to use decomposition to break a problem into smaller steps			



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before programming and explain why this is useful when programming.		<p>To know how to use abstraction to identify and simplify the details needed for a simulation.</p> <p>To know how to use repetition, procedures or abstraction to make programs more efficient.</p>	
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### SCIENCE END POINTS

#### **Computer systems and networks**

Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points
<p>To know that hardware is any physical part of a computer, device or technology.</p> <p>To know that software is any digital program that is needed to let us control hardware.</p> <p>To know that a computer comprises components or devices for input, processing and output.</p> <p>To know that computers accept inputs and produce outputs.</p> <p>To know that an input is data, actions or commands that are put into a system.</p> <p>To know that a processor is the part of a computer that decides what to do when an input is received, in order to produce an appropriate output.</p> <p>To know that an output is data, actions, feedback or physical results that a computer system produces.</p> <p>To know that a network is a number of devices, connected physically (by wires) or wirelessly (Wi-Fi).</p>	<p>To know that the internet is a global network of networks (linked devices) which we use to host and access the WWW.</p> <p>To explain how the internet allows us to view and access the World Wide Web (WWW).</p> <p>To know how to explain the difference between the internet and the World Wide Web (WWW).</p> <p>To know that a website is used to share information online and is usually formed of several webpages showing text and digital media.</p> <p>To know that a server is a computer on a network that is a hub for other devices to connect to; websites, data, programs and services are stored on a server.</p> <p>To know that every website has a web address which is a unique location on the WWW.</p> <p>To know that the address bar on a browser allows you to go directly to a</p>	<p>To know that a system has parts (physical, digital, human, processes) that work together to make something happen.</p> <p>To know how computer systems are used to automate everyday tasks and situations, and to evaluate their advantages and disadvantages.</p> <p>To know how devices on networks and the internet communicate with each other, using protocols, routers and data packets to direct data quickly and efficiently along many paths of the network.</p> <p>To know that an IP address is a unique location identifier for a device on a network.</p> <p>To know that a router is a device that helps to forward and direct data across networks.</p> <p>To know that a packet is where data is split into smaller parts, that are sent separately across a network and reassembled at the other end, which improves efficiency.</p>	<p>To know the common features of a web page and the types of media content they can use.</p> <p>To know how to plan, design, create and evaluate a website, including pages, hyperlinks and media content.</p> <p>To know that a hyperlink is a link between webpages or files in different locations, usually activated by clicking.</p> <p>To know that 'copyright-free' means that the content can be reused without permission from/payment to the creator.</p> <p>To know that 'fair use' means that small parts of content can be reused for certain purposes only (such as news reporting, teaching or research) without permission from/payment to the creator.</p> <p>To know how to find copyright-free content, explain 'fair use' and how, when and why we need to credit the original creators.</p> <p>To know that HyperText Markup Language (HTML) is the programming</p>



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<p>To know how data can be shared between devices on a network and explain why this is useful.</p> <p>To know how data and information (e.g. emails) are shared across the internet and explain why the network needs protection.</p>	<p>website, without searching, by typing in the web address.</p> <p>To know that upload/download means to transfer data or files to/from a device and a shared space online (such as a server for a website).</p> <p>To know that content is any data, digital media, programs or services that users create and share online.</p> <p>To know that online content is created by people and that there are rules to protect content creators.</p> <p>To know and explain why we need to think carefully before sharing content online.</p> <p>To know that not everything shared online is true, honest, accurate or legal.</p>	<p>To know that a protocol is an agreed way of doing things for communication between devices.</p> <p>To know that a domain name server is a device that acts as an 'address book' so devices on a network can locate each other.</p> <p>To know that to refine means to give more specific search terms, in order to narrow down the results.</p> <p>To know how to refine a search and compare different search engines' results.</p> <p>To know that bots are programs that carry out automated tasks online.</p> <p>To know that web crawlers are bots that create an index of websites based on key words in the website contents.</p> <p>To know that an index is a list of websites that contain a specific search term, generated by web crawlers to enable searches.</p> <p>To know that results are a list of websites produced by a search, and that ranking lists them in order of popularity or relevance (and creators may pay to improve ranking).</p>	<p>language for creating webpages so that they can be displayed in a web browser.</p> <p>To know how to use basic HTML tags to create simple web pages.</p> <p>To know how to create and upload content to the WWW via a website.</p>
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		<p>To know how search results are ranked and ordered using rules, and that this ranking can be influenced.</p> <p>To know how to compare working online and offline and explain how the internet enables effective collaboration.</p>	
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### SCIENCE END POINTS

#### **Information technology (1)**

Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points
<p>To know how to find, order, open, create, rename and save files and folders.</p> <p>To know that every website has a web address which is a unique location on the WWW.</p> <p>To know that the address bar on a browser allows you to go directly to a website, without searching, by typing in the web address.</p> <p>To know when to use the address bar or a search engine in a browser to navigate the WWW efficiently.</p> <p>To know that word processing is using typing software (such as Microsoft Word) for writing.</p> <p>To know how to type sentences quickly and accurately.</p> <p>To know that a screenshot is a saved image of all or part of what is currently on screen, captured using an app.</p> <p>To know how to capture screenshots.</p>	<p>To know how to manipulate windows side by side, and to switch between windows and tabs using the taskbar.</p> <p>To know that the taskbar shows which apps or windows are currently open.</p> <p>To know that a spellchecker is a program that detects spelling errors and offers suggestions.</p> <p>To know how to cut / copy / paste or drag/drop files and folders between windows.</p> <p>To know how to type paragraphs quickly and accurately, using a spellchecker to proofread.</p> <p>To know how to choose style, layout and formatting effects, combining text and images, to suit a purpose.</p>	<p>Know how to organise files and folders to enable efficient retrieval.</p> <p>Know how to choose the apps or document types to best suit a task.</p> <p>To know that a shortcut is a combination of key presses, used to do something more quickly than by using menus.</p> <p>Know how to use keyboard shortcuts to edit text.</p> <p>Know how to combine text, images, layout and formatting make different types of documents.</p> <p>Know how to access and use shortcuts, buttons and menus confidently and efficiently.</p>	<p>To know that a bookmark is a saved web address.</p> <p>To know how to use bookmarks so you can return to a website easily.</p> <p>Know how to type quickly, confidently and accurately using both hands, in a range of apps and documents.</p> <p>Know how to combine text, images, layout and formatting, using shortcuts, buttons and menus confidently and efficiently, to make a range of documents for a purpose.</p> <p>To know how to copy and paste a website link into another document.</p>



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<p>To know how to combine text and images in a document and adjust the layout.</p> <p>To know how to select effective text formats to suit the document's purpose.</p> <p>To know how to copy/paste images into a document or presentation.</p>			
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## SCIENCE END POINTS

### Information technology (2)

Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points
<p>To know how to present information using a PowerPoint presentation including text and images.</p> <p>To know that comments are where someone adds a reply to a person's earlier post on a blog, social media or messaging group.</p> <p>To know how to create blog posts including different media, add appropriate comments and know how to report inappropriate content.</p> <p>To know how to collect, sort and present data or information in charts/graphs, using an app.</p> <p>To know that animation is to create visual movement from still images, practical models or computer models (created either practically or using computer software).</p> <p>To know how to create stop-frame animation using an app.</p> <p>To know how to take effective digital photos, considering lighting and positioning.</p>	<p>To know how to combine text, images and animations in a presentation to communicate information clearly.</p> <p>To know how to create blog posts including different media and comments, explaining how to report inappropriate content.</p> <p>To know how to collect, sort and present data or information in a range of charts/graphs, using an app.</p> <p>To know how to use tools and effects to change a digital image, describing the positive and negative effects of retouching.</p> <p>To know how to take effective digital photos, considering lighting and positioning, and manipulate them using an app.</p> <p>To know how to use an app to create digital art using effects.</p> <p>To know that retouching means to make small changes that are intended to improve an image but also be hard to detect afterwards.</p>	<p>To know how to select and combine digital media in a presentation, to communicate information to a specific audience.</p> <p>To know how to create and evaluate varied blog content and comments, explaining how to report inappropriate content.</p> <p>Know how to use a range of ways to collect, sort and present data or information, choosing appropriate charts/graphs, using an app.</p> <p>To know how to create a playable game using Scratch.</p> <p>To know that CAD (computer-aided design) is using software/apps to design and build 3D models and structures.</p> <p>To know how to create simple 3D models using CAD or an app, e.g. Google SketchUp.</p> <p>To know how to take effective digital photos, considering lighting and positioning, and manipulate them to create effects.</p>	<p>To know how to select and combine digital media in a presentation or webpage, to communicate information to a specific audience.</p> <p>To know how to create a website with hyperlinks, text, images and embedded media.</p> <p>To know that embedded content means media that is visible within a webpage, not accessed through a link.</p> <p>To know how to create and evaluate websites and blog content and comments, explaining how to report inappropriate content.</p> <p>To know how to use a range of ways to collect, sort and present data or information, selecting the best chart / graphs for the purpose, using an app.</p> <p>To know that a database is a collection of organised data that is stored on a computer, which allows people to search and sort large quantities of data to find information.</p>





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<p>To know make changes to an improve a digital photo using an editing app.</p>	<p>To know how to recognise images as 'fake' or 'real'.</p> <p>To know how to program an animation using Scratch.</p> <p>To know that a data logger is a digital device that can collect data over time and store it.</p> <p>To know how to collect, retrieve and interpret data over time using a data logger.</p>	<p>To know how to use an app to create digital art using digital photos, editing and effects.</p>	<p>To know that a flat-file database a collection of data organised in a single table using fields and records.</p> <p>To know that a record is a set of data about a particular object, formed from one or more fields of data.</p> <p>To know that a field is one specific piece of data in a database record.</p> <p>To know that a value is the 'answer' to each field within a particular record (e.g. a number, yes/no, a name).</p> <p>To know that all objects have attributes; in a database, attributes are recorded as a field with a value (e.g. a 'colour', which might be 'red').</p> <p>To know how to use a database to collect and retrieve data, create graphs/charts and use these find out information.</p> <p>To know how to collate or take effective digital photos, editing, manipulating or combining them with effects and other media, to create digital art, as a collage, video montage or presentation.</p>
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## SCIENCE END POINTS

### Digital literacy and e-safety

Year 3 End Points	Year 4 End Points	Year 5 End Points	Year 6 End Points
<p>To know how to describe examples of how bullying behaviour could appear online.</p> <p>To know what important rules there are about online behaviour and how not to commit online bullying.</p> <p>To know how and when to get help from a trusted adult, when given examples of problems about being online.</p> <p>To know that there are different ways we know people and describe the differences between knowing someone offline and online.</p> <p>To know how to explain the difference between trusting and liking someone online.</p> <p>To know how to describe how it feels to experience hurtful things online.</p> <p>To know and describe some of the common risks of online activities and suggest ways to stay safe.</p> <p>To know how to avoid sharing personal information online mistakenly or without</p>	<p>To know that a range of social media and online technologies can encourage or enable online bullying, and what this might look like.</p> <p>To know that social media are websites and apps that enable their users to communicate, create and share content through posts and messaging.</p> <p>To know that your online reputation is how people may see what you say or do on line and form opinions about you, even if they do not know you.</p> <p>To know how to choose carefully before posting or sharing content about others that can affect both your and their feelings or reputations.</p> <p>To know how to identify signs and symptoms of someone else being bullied online.</p> <p>To know how to react to problems, both on and offline, giving examples of people or places to whom they can be reported.</p>	<p>To know a range of ways to report concerns and access support both in school and at home, or services such as Childline, to help someone who is being bullied online.</p> <p>To know that online bullying can differ to offline bullying and can involve a range of roles and behaviours.</p> <p>To know that abusive users are people online who may wish us harm, that this is not our fault and that they can be reported and blocked.</p> <p>To know how to identify abusive users online, how to block and report them, and to whom they can be reported.</p> <p>To know that to report is to tell those in charge of an online community about another user who is causing a problem.</p> <p>To know that to block is to stop another user from being able to contact you, make comments to you or harass you online.</p> <p>To know that an online community is a group of people with shared interests who meet or communicate online.</p>	<p>To know how someone should respond to and report online bullying in different contexts.</p> <p>To know how to safely capture online content as evidence of online bullying that has taken place.</p> <p>To know how to identify risks and signs of online bullying at home or at school, and describe a range of people or services they can access to report problems or seek support.</p> <p>To know how rude, bullying or inappropriate comments or activities online create risks for myself and others.</p> <p>To know the possible impact of thoughtless or hasty comments in online communities, and explain how to act responsibly.</p> <p>To know the possible consequences of sharing private or personal information, images or videos, and explain how to act responsibly.</p> <p>To know that we all build an online reputation through our behaviour and</p>



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<p>permission, and what to do if this happens.</p> <p>To know the importance of trust online and that we must always be careful who we 'like', trust or share information with online.</p> <p>To know that anyone can change or hide their identities online.</p> <p>To know that a username is personal code used to keep our online information private, which can be different to our real name.</p> <p>To know that an account stores our personal information, so we can log in to a device, website or app using a username and password.</p> <p>To know that a profile is a visible online identity that users set up when they create an account on a device, website or app.</p> <p>To know how to make choices when sharing personal information to access services/ apps, and when we are posting on those services/apps.</p> <p>To know that illegal means against the law and may involve the police.</p>	<p>To know how to keep personal details private, explaining a range of methods and strategies.</p> <p>To know how to explain strategies for safe and fun experiences in a range of online activities.</p> <p>To know how to explain what respectful and disrespectful online behaviour looks like.</p> <p>To know that our online reputation comes from information about us that may have been posted, copied or shared by others.</p> <p>To know that your reputation is people's opinion of you based on what you do and say, which may be positive or negative, even if they have not met you.</p> <p>To know how information about ourselves can be found out online, even if we do not intend it to be shared, and can be shared by others (e.g. likes, comments, tags).</p> <p>To know how to identify who owns online content and whether we can reuse or share it or need to seek permission.</p>	<p>To know that collaboration is working with others to produce or create something.</p> <p>To know how to make positive contributions to an online community.</p> <p>To know that our online identity can be copied, changed or hidden and that we need to make responsible choices to help protect our personal information, using settings to control this.</p> <p>To know how free apps and websites collect and use our personal information and that they may share it unless we opt out.</p> <p>To know that to 'opt out' means to choose not to agree to something, and that we may need to actively select this option when using apps or services.</p> <p>To know that that app permissions allow access to our personal information and that the data we share is valuable to app developers.</p> <p>To know when we should or should not share content or media online, describing how and when we may need permission from the content creator.</p>	<p>know how to maintain a positive identity online.</p> <p>To know that inappropriate images or videos can be embarrassing and have a deeply harmful impact for people in them and should not be shared.</p> <p>To know that something which is 'inappropriate' to one person may not seem so to others, and should be discussed with a trusted adult if you are unsure.</p> <p>To know that inappropriate images can involve something private, worrying, illegal, embarrassing, harmful, rude or unsuitable for your age, and are often shared maliciously or without permission.</p> <p>To know that boundaries are personal limits that we do not cross, to show that we understand and respect our own needs and those of others.</p> <p>To know how to respond when we encounter inappropriate content online accidentally.</p> <p>To know how to show respect for each other's boundaries online, particularly regarding sharing information or content.</p>
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<p>To know that copying or sharing someone's information, work or media online without permission is breaking copyright and is illegal.</p> <p>To know that spending too much time online or using devices can have negative effects on our health and wellbeing.</p> <p>To know that some online activities and games have age restrictions and why it is important to follow them.</p> <p>To know that there is a difference between facts and beliefs or opinions and begin to identify examples of these online.</p>	<p>To know how to recognise when we are online or using devices for too long, describing the impact on our health and wellbeing.</p> <p>To know to explain a range of strategies to limit time spent online/using tech.</p> <p>To know that our online and real-life identities can differ and describe examples.</p> <p>To know that others online can pretend to be someone else and suggest reasons why.</p> <p>To know that a digital age of consent or age-restriction is a lower age-limit on who can create personal accounts to access apps and services online.</p> <p>To know that the digital age of consent is a legal protection for children's personal data and they must not access online services or apps without parental consent.</p> <p>To know that digital age of consent is needed to create a personal account on an online app or service, because they store our personal information.</p> <p>To know that internet use can be monitored and that these services are</p>	<p>To know that 'acceptable' or 'fair use' means that small parts of content can be reused for certain purposes only (such as news reporting, teaching or research) without permission from/payment to the creator.</p> <p>To know that in-app purchases are where you can pay for additional content or features in an app or game, and that we must always ask an adult before buying.</p> <p>To know that there are benefits and risks of accessing online information about health and well-being and we should balance this with talking to trusted adults or professionals.</p> <p>To know that a source is where information originally came from; some sources are more reliable than others, and some may not even be a true source.</p> <p>To know that we need to check the accuracy of information that is shared online and consider the source and intent.</p> <p>To know how use of technology can affect our sleep as well as physical and mental health and describe strategies to promote healthy usage.</p>	<p>To know that anonymity means to not be known, and online this can mean not showing or sharing unnecessary personal details or opting out of data tracking.</p> <p>To know and explain strategies anyone can use to protect their online reputation, including how anonymity can protect your personal data.</p> <p>To know that gender roles refers to the (often fixed) ideas that people have about what males or females should be like or what they are allowed to do.</p> <p>To know that social media can influence our ideas or judgements about gender roles, and how to challenge inappropriate messages.</p> <p>To know how to recognise and select effective strategies for managing passwords.</p> <p>To know that scams are online messages or content that target people to trick, harm, or to steal personal information or money illegally.</p> <p>To know that a fake profile is where someone uses false information on their profile to hide their real identity.</p>
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	<p>used to keep children and users safe online.</p> <p>To know how to describe strategies for keeping personal information private, depending on context.</p> <p>To know that 'fake' or 'hoax' means not real or true and that some people share information online that is not true.</p> <p>To know that an online hoax or fake news can be designed to affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>To know how to differentiate between facts, beliefs and opinions online, giving examples of each.</p> <p>To know that advertising is where a person or business is trying to persuade us to buy or use something.</p> <p>To know that there is a range of methods used to advertise online and adverts can be presented as other formats in order to mislead or attract 'clicks'.</p> <p>To know how to recognise some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups).</p>	<p>To know how the internet can draw us to information for different agendas (e.g. pop-ups, targeted ads, personalised content, fake notifications).</p> <p>To know that targeted content is created from data and personal information gathered by companies that are tracking our activities online.</p> <p>To know that we can manage our privacy settings, opt out of tracking or seek adult help about our data being collected for targeted content.</p> <p>To know that that advertising online can be disguised as information or as sponsored or boosted content (e.g. pop-up messages, news articles, social media posts).</p> <p>To know that influencers are people that influence others to emulate their behaviour, likes or choices; they are often very popular figures on social media with many followers.</p> <p>To know that some influencers are paid to promote products or services by companies and advertisers and this may not be made clear to their followers.</p>	<p>To know that people can steal someone else's identity online or set up fake profiles to copy others.</p> <p>To know that identity theft is stealing someone's online identity, often preventing them from using their own as a result.</p> <p>To know that phishing is where someone tries to trick people into giving out private personal information using fake messages or warnings.</p> <p>To know how to identify, flag and report fake or misleading content and attempted scams.</p> <p>To know that online services have terms and conditions say what the company is allowed to do and what a user is allowed to do.</p> <p>To know that 'free' apps may sell your personal data, images or videos to make money for themselves, so we should always check their terms and conditions first.</p> <p>To know how and why it is important that people should keep their software and apps up to date.</p> <p>To know that Creative Commons is a method for copyright holders to give</p>
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	<p>To know that online bots are programs that can quickly and automatically send, like or re-share information, and reply in chat/comments like a person.</p> <p>To know that misinformation is factually incorrect information that is spreads and repeated online so much that people mistakenly believe it is true.</p> <p>To know that spam is unwanted and excessive advertising sent to people online without being asked for.</p> <p>I can explain how bots can be used online to impersonate people to amplify and spread misinformation or spam.</p>	<p>To know how to identify when online content has been commercially sponsored.</p> <p>To know how stereotypes and can be amplified/reinforced online and how this is used to influence people's opinions.</p> <p>To know that disinformation is untrue or inaccurate information that is shared deliberately to mislead people.</p> <p>To know that reliability is how trustworthy or accurate information might be.</p> <p>To know that we need to evaluate the sources of online information before we forward or share content, to not spread hoaxes, misinformation and disinformation.</p> <p>To know how to evaluate the reliability of online information and be sceptical about sources.</p>	<p>others the right to reuse their content in different ways.</p> <p>To know how to find copyright-free content and acknowledge the creators and sources of content we have reused from the internet.</p> <p>To know that there are rules and guidance about age-related content and age-restrictions on many apps and social media.</p> <p>To know common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose and why they should be adhered to.</p> <p>To know strategies to limit the negative effects of overuse of technology and explain the importance of self-regulation of time spent online.</p> <p>To know how to recognise and discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>To know how to recognise features of persuasive design and how they are used to keep users engaged or manipulate them.</p>
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			<p>To know some strategies to reduce the effect of persuasive design features.</p> <p>To know that verifying means to check whether something is true or accurate.</p> <p>To know how to evaluate and verify the validity of 'facts' and information online, distinguish facts from opinions and explain why these strategies are important.</p> <p>To know how to describe the difference between online misinformation and dis-information.</p> <p>To know that information that is on a large number of sites may still be inaccurate or untrue and assess how this happens.</p>
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