

PlanIt Subject Overviews

Year group	Subject					
	Computing Year 3 Subject Overview					
	Online Safety	Online Searchers and Surfers	Programming Turtle Logo and Scratch	Word Processing	Drawing and Desktop Publishing	Presentation Skills
	Children should be taught about:					
	designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;					
	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	solving problems by decomposing them into smaller parts;					
	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	using sequence, selection and repetition in programs; work with variables and various forms of input and output;					
	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;					
	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	computer networks including the Internet;					
	1 ② 3 ④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	how computer networks can provide multiple services, such as the World Wide Web;					
	1 ② 3 ④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	opportunities computer networks offer for communication and collaboration;					
	1 ② 3 ④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	using search technologies effectively;					
	①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	how results are selected and ranked;					
	①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	how to be discerning in evaluating digital content;					
	①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	selecting, using and combining 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;					
	1 2 3 4 5 6	1 2 3 4 5 ⑥	1 2 3 4 5 6	1 ②③④⑤⑥	①②③④⑤⑥	①②③④⑤⑥
	using technology safely, respectfully and responsibly;					
	①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	① 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	how to recognise acceptable and unacceptable behaviour;					
	①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	how to identify a range of ways to report concerns about content and contact.					
	①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

The Units

Each subject area has been split into a minimum of six different units for coverage of the 2014 National Curriculum throughout the school year.

These units contain an overview, lessons packs, an assessment pack, additional resources and corresponding home learning packs.

Aims

These aims are taken directly from the 2014 National Curriculum.

Introduction

This explains how the units have been written, the skills that the units plan to develop as well as the thinking behind each planning pack.

Numbers







The numbers that are circled identify the lessons in this unit which meet the National Curriculum aim.

Computing

Year 1 | Subject Overview



Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Online Safety	Computer Skills	Painting	Programming Toys	Word Processing Skills	Scratch Jr Programming
					
Children should be taught about:					
algorithms and what they are;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	① ② ③ ④ 5 ⑥	1 2 3 4 5 6	1 2 ③ ④ ⑤ 6
how algorithms are implemented as programs on digital devices;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② ③ ④ 5 ⑥	1 2 3 4 5 6	1 2 ③ ④ ⑤ 6
programs and how they execute by following precise and unambiguous instructions;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	① ② ③ ④ 5 ⑥	1 2 3 4 5 6	① ② ③ ④ ⑤ ⑥
creating and debugging simple programs;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 ③ ④ ⑤ ⑥	1 2 3 4 5 6	1 ② ③ ④ ⑤ ⑥
using logical reasoning to predict the behaviour of simple programs;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 ④ 5 6	1 2 3 ④ 5 ⑥	1 2 3 4 5 6	① 2 ③ ④ 5 ⑥
using technology purposefully to create;					
① 2 3 4 5 6	1 2 3 4 5 6	① ② ③ ④ ⑤ ⑥	① ② 3 4 5 6	① ② ③ ④ ⑤ ⑥	1 2 3 4 5 6
using technology purposefully to organise;					
① 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 ② ③ ④ ⑤ ⑥	1 2 3 4 5 6
using technology purposefully to store;					
① 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② ③ 4 5 6	1 2 3 4 5 6
using technology purposefully to manipulate;					
① 2 3 4 5 6	1 2 3 ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	1 2 3 4 5 6	① ② ③ ④ ⑤ ⑥	1 2 3 4 5 6
using technology purposefully to retrieve;					
① 2 3 4 5 6	1 2 3 ④ ⑤ ⑥	1 2 3 4 5 6	1 ② 3 4 5 6	1 ② ③ 4 5 6	1 2 3 4 5 6
recognising common uses of information technology beyond school;					
1 2 3 4 ⑤ 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	① 2 3 4 5 6	1 2 3 4 5 6
using technology safely and respectfully;					
1 ② ③ ④ 5 ⑥	① ② ③ ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
the need to keep personal information private;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Computing

Year 2 | Subject Overview



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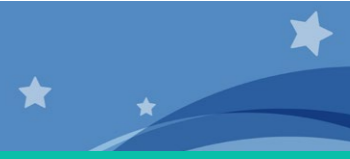


Children should be taught about:

algorithms and what they are;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
how algorithms are implemented as programs on digital devices;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
programs and how they execute by following precise and unambiguous instructions;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
creating and debugging simple programs;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
using logical reasoning to predict the behaviour of simple programs;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
using technology purposefully to create;						
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 ③④⑤⑥	1 2 ③ 4 5 6	1 2 3 ④⑤ 6
using technology purposefully to organise;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	① 2 3 4 ⑤ 6	1 2 3 ④⑤ 6
using technology purposefully to store;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 ⑤ 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤ 6	1 2 3 ④⑤ 6
using technology purposefully to manipulate;						
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤ 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6
using technology purposefully to retrieve;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 ⑤ 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③ 4 ⑤ 6
recognising common uses of information technology beyond school;						
①② 3 ④⑤ 6	1 ②③④⑤⑥	1 2 3 4 ⑤ 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤ 6	①②③ 4 ⑤ 6
using technology safely and respectfully;						
①②③④⑤⑥	①②③④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	① 2 3 4 5 ⑥	①②③④⑤⑥
the need to keep personal information private;						
① 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤ 6
where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.						
① 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③ 4 5 ⑥

Computing

Year 3 | Subject Overview



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Online Safety	Online Searchers and Surfers	Programming Turtle Logo and Scratch	Word Processing	Drawing and Desktop Publishing	Presentation Skills

Children should be taught about:

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
solving problems by decomposing them into smaller parts;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using sequence, selection and repetition in programs; work with variables and various forms of input and output;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
computer networks including the Internet;					
1 ② 3 ④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how computer networks can provide multiple services, such as the World Wide Web;					
1 ② 3 ④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
opportunities computer networks offer for communication and collaboration;					
1 ② 3 ④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using search technologies effectively;					
①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how results are selected and ranked;					
①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to be discerning in evaluating digital content;					
①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
selecting, using and combining 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;					
1 2 3 4 5 6	1 2 3 4 5 ⑥	1 2 3 4 5 6	1 ②③④⑤⑥	①②③④⑤⑥	①②③④⑤⑥
using technology safely, respectfully and responsibly;					
①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	① 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to recognise acceptable and unacceptable behaviour;					
①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to identify a range of ways to report concerns about content and contact.					
①②③④⑤ 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Computing

Year 4 | Subject Overview



Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Online Safety	Communication and Collaboration	Scratch: Questions and Quizzes	Programming Turtle Logo	Word Processing	Animation

Children should be taught about:

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
solving problems by decomposing them into smaller parts;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
using sequence, selection and repetition in programs; work with variables and various forms of input and output;					
1 2 3 4 5 6	1 2 3 4 5 6	1 ②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;					
1 2 3 4 5 6	1 2 3 4 5 6	1 ②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
computer networks including the Internet;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how computer networks can provide multiple services, such as the World Wide Web;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
opportunities computer networks offer for communication and collaboration;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using search technologies effectively;					
1 ② 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how results are selected and ranked;					
1 ② 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to be discerning in evaluating digital content;					
1 ② 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
selecting, using and combining 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;					
1 2 3 4 5 6	1 2 3 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥
using technology safely, respectfully and responsibly;					
① 2 ③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to recognise acceptable and unacceptable behaviour;					
① 2 ③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to identify a range of ways to report concerns about content and contact.					
① 2 ③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Computing

Year 5 | Subject Overview



Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Online Safety	Strategic Searching Online	Scratch: Developing Games	Flowol	Radio Station	3D Modelling: Sketch Up

Children should be taught about:

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
solving problems by decomposing them into smaller parts;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
using sequence, selection and repetition in programs; work with variables and various forms of input and output;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 ④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
computer networks including the Internet;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how computer networks can provide multiple services, such as the World Wide Web;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
opportunities computer networks offer for communication and collaboration;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using search technologies effectively;					
1 2 3 ④ 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how results are selected and ranked;					
1 2 3 ④ 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to be discerning in evaluating digital content;					
1 2 3 ④ 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
selecting, using and combining 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;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥
using technology safely, respectfully and responsibly;					
①②③ 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to recognise acceptable and unacceptable behaviour;					
①②③ 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to identify a range of ways to report concerns about content and contact.					
①②③ 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Computing

Year 6 | Subject Overview



Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Online Safety	Know Your Network	Coding with Scratch: Animated Stories	Spreadsheets	Kodu Programming	Film Making

Children should be taught about:

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 ②③ 4 ⑤⑥	1 2 3 4 5 6
solving problems by decomposing them into smaller parts;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 ②③④⑤⑥	1 2 3 4 5 6
using sequence, selection and repetition in programs; work with variables and various forms of input and output;					
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;					
1 2 3 4 5 6	1 2 3 4 5 6	①② 3 4 5 ⑥	1 2 3 4 5 6	①② 3 ④ 5 6	1 2 3 4 5 6
computer networks including the Internet;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6
how computer networks can provide multiple services, such as the World Wide Web;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6
opportunities computer networks offer for communication and collaboration;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6
using search technologies effectively;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6
how results are selected and ranked;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6
how to be discerning in evaluating digital content;					
1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6
selecting, using and combining 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;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	① 2 3 4 5 6	①②③④⑤⑥
using technology safely, respectfully and responsibly;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to recognise acceptable and unacceptable behaviour;					
①②③ 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to identify a range of ways to report concerns about content and contact.					
①②③ 4 5 ⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6