

Computing	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programming			Algorithms, programming		Create programmes			
	<p>Begin to identify devices around school and home they can control.</p> <p>Use commands to move electronic toys.</p> <p>Use several commands to achieve an outcome i.e. microwave, till.</p>	<p><b>Playing and Exploring</b> Move like a programmable robot following instructions e.g. 'up', 'down', 'left' and 'right'.</p> <p>Explore how characters (Red Riding Hood etc) might travel to a desired location using toys.</p> <p><b>Active Learning</b> Put instructions into order e.g. practically move elements of a recipe or simple instructions.</p> <p>Program toys (BeeBot) to move across a grid.</p> <p><b>Creating and thinking critically</b> Predict the outcome of a set of instructions.</p> <p>Matching symbols to simple grids and the directions the trucks will</p>	<p>Understands what an <b>algorithm</b> is.</p> <p>Understands an <b>algorithm</b> is a set of precise instructions.</p> <p>Can plan a simple <b>algorithm</b>.</p> <p>Can test a simple <b>algorithm</b> that they planned.</p> <p>Can identify a mistake in an <b>algorithm</b>.</p> <p>Can plan, test and successfully run an <b>algorithm</b> on more than one device (e.g. Beebot and an app)</p>	<p>Understands <b>algorithms</b> are used to achieve specific goals.</p> <p>Understands an <b>algorithm</b> is a program used on a range of digital devices.</p> <p>Know what a <b>bug</b> is in a program.</p> <p>Can identify and <b>debug</b> an error in an <b>algorithm</b>.</p> <p>Can plan and create an <b>algorithm</b> to achieve specific goals.</p> <p>Can design, test and successfully run an <b>algorithm</b> on a number of applications and devices.</p> <p>Can use <b>Logic</b> to plan and predict the intended outcome of an <b>algorithm</b>.</p>	<p>Understands what a <b>command</b> and a <b>sequence</b> is.</p> <p>Can read, design and write <b>programs</b> to achieve specific goals on a range of devices and applications.</p> <p>Can plan and run a <b>sequence</b> of simple commands.</p> <p>Read, design, write and debug a <b>program</b> to simulate physical systems.</p> <p>Can plan and run a <b>sequence</b> of simple commands to achieve a specific goal.</p> <p>Can read, design, write and debug a <b>program</b> to achieve specific goals and to simulate physical systems.</p>	<p>Understands what a <b>repetition</b> is.</p> <p>Can read, design and write a <b>program</b> using repetition.</p> <p>Can plan and run a <b>program</b> of simple commands incorporating <b>repetition</b>.</p> <p>Can read, design, write and debug a <b>program</b> using repetition to control a simple circuit.</p> <p>Can experiment and debug a <b>program</b> using repetition to improve on a simple electronic circuit.</p> <p>Can experiment with another's code to improve a program incorporating <b>repetition</b>.</p>	<p>Understands what a <b>variable</b> and <b>conditional</b> is.</p> <p>Can read, design and write a simple program using a <b>variable</b> and a <b>conditional</b>.</p> <p>Can work collaboratively to plan and run a program incorporating a <b>variable</b> and <b>conditional</b>.</p> <p>Can read, design, write and debug a program using a <b>variable</b> and a <b>conditional</b>.</p> <p>Experiment and debug a program using a <b>variable</b> and a <b>conditional</b> statement to improve the quality and simplicity.</p> <p>Can create my own program to solve a problem, incorporating a</p>	<p>Understands what an <b>input</b> and <b>output</b> is and how their used.</p> <p>Can read, design and write a simple program to achieve a required <b>output</b>.</p> <p>I can use different <b>inputs</b> (including sensors) to control a device or onscreen action.</p> <p>Read, design and write a program using a variable to achieve a required <b>output</b>.</p> <p>I can use different <b>inputs</b> (including sensors) to control a device or onscreen action and predict what will happen (<b>output</b>).</p> <p>Experiment and debug a program using a variable and a selection statement to</p>

		take on the masking tape paths. (Figure 2.)			Can use <b>evaluation</b> to identify and make attempts at improving their Program by ensuring their sequence is as effective as possible.	Can use <b>decomposition</b> to break down a task into smaller, more-manageable parts.	<b>variable</b> and <b>conditional</b> .  Can use <b>abstraction</b> to tinker and debug their program to make it as simple and effective as possible.	improve the quality and simplicity.  Can identify <b>patterns</b> in their program and use it to debug their program to make it as effective as possible.
Application – Using to solve real life problems			Using programmes		Understand and use networks and software Word, publisher, excel, PowerPoint,			
	Understand and use keyboard, mouse etc. in their play.  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.  Begin to use ICT to sort and sequence objects on a screen or interactive whiteboard.  Pupils produce simple	Can use the keyboard to enter letter strings (play writing)  Begin to use the space bar to break letter strings into groups of letters  Can use the Back-Space key to delete.  Can use a word bank or word list to enter text e.g. to match with pictures.  Can complete practical sorting activities and	Can use technology to create and present their ideas.  Can use the keyboard to enter text.  Can save information in a special place and retrieve it again.  Can talk about the different ways in which information can be shown.  Can use technology to collect	Can use technology to organise and present their ideas in different ways.  Can use the keyboard on their device to add, delete and space text for others to read.  Can talk about an online tool that will help them to share their ideas with other people.  Can save and open files on the device they use.	Can create different effects with different technology tools.  Can combine a mixture of text, graphics and sound to share their ideas & learning.  Can use appropriate keyboard commands to amend text on their device, including making use of a spellchecker.  Can evaluate their work and	Can use photos, video and sound to create an atmosphere when presenting to different audiences.  Can confidently explore new media to extend what they can achieve.  Can change the appearance of text to increase its effectiveness.  Can create, modify and present documents for a particular purpose.	Can use text, photo, sound and video editing tools to refine their work.  Can use the skills they have already developed to create content using unfamiliar technology.  Can select, use and combine the appropriate technology tools to create effects for impact.  Can select an appropriate online or offline tool to create and share ideas.	Can talk about audience, atmosphere and structure when planning a particular outcome.  Can confidently identify the potential of unfamiliar technology to increase their creativity.  Can combine a range of media, recognising the contribution of each to achieve a particular outcome.

	<p>pictograms with help.</p>	<p>discuss sorting criteria.</p> <p>Begin to develop simple classification Skills.</p>	<p>information, including photos, video and sound.</p> <p>Pupils can sort different kinds of information and present it to others.</p> <p>Pupils can add information to a pictograph and talk about what they have found out.</p>	<p>Can talk about the different ways they can use technology to collect information e.g. a camera, microscope or sound recorder.</p> <p>Can make and save a chart or graph using the data they collect.</p> <p>Can talk about the data that is shown on their chart or graph.</p>	<p>improve its effectiveness.</p> <p>Can use an appropriate tool to share their work online.</p> <p>Can talk about the different ways data can be organised.</p> <p>Can search a ready-made database to answer questions.</p> <p>Can collect data to help them to answer a question.</p> <p>Can add to a database.</p> <p>Can explain whether a resource they are using is on the internet, the school network or their own device.</p>	<p>Can use a keyboard confidently and make use of a spellchecker to write and review their work.</p> <p>Can use an appropriate tool to share their work and collaborate online.</p> <p>Can give constructive feedback to help peers improve and refine their own work.</p> <p>Can organise data in different ways.</p> <p>Can collect data and identify where it could be inaccurate.</p> <p>Can plan, create and search a database to answer questions.</p> <p>Can choose the best way to present data to their peers.</p>	<p>Can review and improve their work and support others to improve their work.</p> <p>Can use a spreadsheet and database to collect and record data.</p> <p>Pupils can present data in an appropriate way.</p> <p>Can search a database using different operators to refine their search.</p> <p>Can talk about mistakes in data and suggest how it could be checked.</p>	<p>Can explain why they have selected a tool for a specific purpose.</p> <p>Can be digitally discerning when evaluating the effectiveness of their work and the work of others.</p> <p>Can check the data they have collected for accuracy and plausibility.</p> <p>Can interpret the data they collect.</p> <p>Can present their data in an appropriate way.</p> <p>Can interrogate a database.</p>
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Safety – Being responsible users – Education for a Connected World			Keeping safe		Identify responsible behaviour, know how to report concerns			
	<b>Self-Image &amp; Identity</b> I can recognise that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	<b>Self-Image &amp; Identity</b> I can recognise that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	<b>Self-Image &amp; Identity</b> I can recognise that there may be people online who could make me feel sad, embarrassed or upset.	<b>Self-Image &amp; Identity</b> I can explain how other people’s identity online can be different to their identity in real life.	<b>Self-Image &amp; Identity</b> I can explain what is meant by the term ‘identity’.	<b>Self-Image &amp; Identity</b> I can explain how my online identity can be different to the identity I present in ‘real life’.	<b>Self-Image &amp; Identity</b> I can explain how identity online can be copied, modified or altered.	<b>Self-Image &amp; Identity</b> I can describe ways in which media can shape ideas about gender.
	I can explain how this could be either in real life or online.	I can explain how this could be either in real life or online.	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.	I can describe ways in which people might make themselves look different online.	I can explain how I can represent myself in different ways online.	Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.	I can demonstrate responsible choices about my online identity, depending on context.	I can identify messages about gender roles and make judgements based on them.
	<b>Online Relationships</b> I can recognise some ways in which the internet can be used to communicate.	<b>Online Relationships</b> I can recognise some ways in which the internet can be used to communicate.	<b>Online Relationships</b> I can use the internet with adult support to communicate with people I know.	I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.	I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).	<b>Online Relationships</b> I can describe strategies for safe and fun experiences in a range of online social environments.	<b>Online Relationships</b> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.	I can challenge and explain why it is important to reject inappropriate messages about gender online.
	I can give examples of how I (might) use technology to communicate with people I know.	I can give examples of how I (might) use technology to communicate with people I know.	I can explain why it is important to be considerate and kind to people online.	<b>Online Relationships</b> I can use the internet to communicate with people I don’t know well (e.g. email a penpal in another school/ country)	<b>Online Relationships</b> I can describe ways people who have similar likes and interests can get together online.	I can give examples of how to be respectful to others online.	I can make positive contributions and be part of online communities.	I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.
	<b>Online Reputation</b> I can identify ways that I can put information on the internet.	<b>Online Reputation</b> I can identify ways that I can put information on the internet.	<b>Online Reputation</b> I can recognise that information can stay online and could be copied.	I can give examples of how I might use technology to communicate with others I don’t know well.	I can describe ways people who have similar likes and interests can get together online.	<b>Online Reputation</b> I can describe how others can find out information about me by looking online.	I can describe some of the communities in which I am involved and describe how I collaborate with others positively.	I can explain why I should keep asking until I get the help I need.
	<b>Online Bullying</b> I can describe ways that some people can be unkind online.	<b>Online Bullying</b> I can describe ways that some people can be unkind online.	I can describe what information I should not put online	<b>Online Reputation</b>	I can explain some risks of communicating online with others I don’t know well.	I can explain ways that some of the information about me online could have been created, copied or shared by others.	<b>Online Reputation</b> I can search for information about an individual online	<b>Online Relationships</b> I can show I understand my responsibilities for

	<p>I can offer examples of how this can make others feel.</p> <p><b>Managing Online Information</b> I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p> <p><b>Health, Wellbeing &amp; Lifestyle</b> I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples.</p> <p><b>Privacy &amp; Security</b> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p>	<p>I can offer examples of how this can make others feel.</p> <p><b>Managing Online Information</b> I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</p> <p><b>Health, Wellbeing &amp; Lifestyle</b> I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples.</p> <p><b>Privacy &amp; Security</b> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p>	<p>without asking a trusted adult first.</p> <p><b>Online Bullying</b> I can describe how to behave online in ways that do not upset others and can give examples.</p> <p><b>Managing Online Information</b> I can use the internet to find things out. I can use simple keywords in <b>search engines</b>.</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.</p> <p><b>Health, Wellbeing &amp; Lifestyle</b> I can explain rules to keep us safe when we are using technology both in and beyond the home</p> <p>I can give examples of some of these rules.</p> <p><b>Privacy &amp; Security</b> I can recognise more detailed</p>	<p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online.</p> <p><b>Online Bullying</b> I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p> <p><b>Managing Online Information</b> I can use keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and</p>	<p>I can explain why I should be careful who I trust online and what info I can trust them with.</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.</p> <p><b>Online Reputation</b> I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share</p>	<p><b>Online Bullying</b> I can identify some online technologies where bullying might take place.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p><b>Managing Online Information</b> I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</p> <p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p>	<p>and create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgments about an individual.</p> <p><b>Online Bullying</b> I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> <p>I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use.</p> <p>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</p>	<p>the well-being of others in my online social group.</p> <p>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>I can demonstrate how I would support others (including those who are having difficulties) online.</p> <p>I can demonstrate ways of reporting problems online for both myself and my friends.</p> <p><b>Online Reputation</b> I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p> <p><b>Online Bullying</b> I can describe how to capture bullying content as evidence (e.g. screen-grab,</p>
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	<p>I can describe the people I can trust and can share this with; I can explain why I can trust them.</p> <p><b>Copyright &amp; Ownership</b> I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>I can describe the people I can trust and can share this with; I can explain why I can trust them.</p> <p><b>Copyright &amp; Ownership</b> I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>	<p>examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>I can explain how passwords can be used to protect information and devices.</p> <p><b>Copyright &amp; Ownership</b> I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>	<p>how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p> <p><b>Health, Wellbeing &amp; Lifestyle</b> I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help me.</p> <p><b>Privacy &amp; Security</b> I can describe how online information about me could be seen by others.</p> <p>I can describe and explain some rules for keeping my information private.</p> <p>I can explain what passwords are and can use passwords</p>	<p>anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p> <p><b>Online Bullying</b> I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p> <p><b>Managing Online Information</b> I can use key phrases in search engines.</p> <p>I can explain what <b>autocomplete</b> is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p><b>Health, Wellbeing &amp; Lifestyle</b> I can explain how using technology can distract me from other things I might do or should be doing.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology.</p>	<p><b>Managing Online Information</b> I can use different search technologies.</p> <p>I can evaluate digital content and can explain how I make choices from search results.</p> <p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can explain what is meant by a 'hoax'. I can explain why I</p>	<p>URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p> <p><b>Managing Online Information</b> I can use search technologies effectively.</p> <p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might</p>
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				<p>for my accounts and devices.</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p> <p><b>Copyright &amp; Ownership</b> I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>	<p><b>Health, Wellbeing &amp; Lifestyle</b> I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p><b>Privacy &amp; Security</b> I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>	<p>I can suggest strategies to help me limit this time.</p> <p><b>Privacy &amp; Security</b> I can explain what a strong password is.</p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that others online can pretend to be me or other people, including my friends.</p> <p>I can suggest reasons why they might do this.</p> <p>I can explain how internet use can be monitored.</p> <p><b>Copyright &amp; Ownership</b> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples.</p>	<p>need to think carefully before I forward anything online.</p> <p>I can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <p><b>Health, Wellbeing &amp; Lifestyle</b> I can describe ways technology can affect healthy sleep and can describe some of the issues.</p> <p>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p><b>Privacy &amp; Security</b> I can create and use strong and secure passwords.</p> <p>I can explain how many free apps or</p>	<p>encounter these online (e.g. advertising and 'ad targeting').</p> <p>I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</p> <p>I can identify, flag and report inappropriate content.</p> <p><b>Health, Wellbeing &amp; Lifestyle</b> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I can assess and action different strategies to limit the impact of technology on my health (e.g. <b>night-shift mode</b>, regular breaks, correct posture, sleep, diet and exercise).</p> <p>I can explain the importance of self-regulating my use of technology; I can demonstrate the</p>
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					<p><b>Copyright &amp; Ownership</b> I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can give examples of what those problems might be.</p>		<p>services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p> <p><b>Copyright &amp; Ownership</b> I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused.</p> <p>.</p>	<p>strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p> <p><b>Privacy &amp; Security</b> I use different passwords for a range of online services.</p> <p>I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>I know what to do if my password is lost or stolen.</p> <p>I can explain what app permissions are and can give some examples from the technology or services I use.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies</p>
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								<p>to help me identify such content (e.g. scams, phishing).</p> <p><b>Copyright &amp; Ownership</b> I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>
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