



Year 5

National Curriculum coverage



National Curriculum coverage – Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What journey does a river take from source to sea?	How can we ensure our oceans stay amazing?	Who were the Vikings and where did they go?	How can I be a sustainability champion?	How can we restore our UK habitats back to health?	What can we learn from the Ancient Greeks about the order of Nature?
HARMONY PRINCIPLE	The principle of the Cycle	The principle of Interdependence	The principle of Adaptation	The principle of Diversity	The principle of Health	The principle of Oneness
PRINCIPLE QUESTIONS	Why does water work in cycles? When is water safe for us and when is it not? How can our actions affect the water cycle?	How do living things in an ocean ecosystem work together? What are keystone species and what is their role? How can we make sure our oceans stay amazing?	Who were the Vikings and what were they like? How is a Viking ship different from a modern cruise ship today? What did the Vikings do to adapt to life in Britain?	How did the Industrial Revolution make a difference to people's lives? Why do we buy and consume so much and is it a good thing? What could we consume less of?	Why is it important to keep our natural habitats healthy? What are people doing to affect the health of UK habitats? How can we restore UK habitats back to health?	What did the Ancient Greeks learn from Nature? What can we learn from them? What does the principle of Oneness mean?
SUSTAINABILITY THEME	Cycles & Waste	Health & Wellbeing	Adaptation for the Future	Energy & Climate Change	Biodiversity	Food & Farming
LINK TO SDGs	6 - Clean Water and Sanitation	14 - Life below water	9 - Industry, Innovation and Infrastructure	12 - Responsible consumption and production	15 - Life on Land	3 - Good Health and Wellbeing
ENGLISH GENRES	Poetry, Leaflets, Character descriptions, Newspaper articles, Narratives, Persuasive texts	Adventure stories, Information texts, Discussion texts	Poetry, Newspaper articles, Leaflets, Setting descriptions, Character descriptions, Discussion texts	Leaflets, Poetry, Letters, Explanation texts, Balanced arguments, Campaign Speeches	Poetry, Documentary voiceovers, Information texts, Letters	Setting descriptions, Character descriptions, Myths and legends
ENGLISH	Use dictionaries to check the spelling and meaning of words Use a thesaurus Plan narratives, considering how authors have developed characters and settings in what	Spell some words with 'silent' letters Use dictionaries to check the spelling and meaning of words Plan their writing by identifying the audience and purpose of the	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1	Plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary Draft and write by selecting appropriate grammar and	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

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ENGLISH (CONTINUED)	<p>pupils have read listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Perform their own compositions, using intonation, volume, and movement so that meaning is clear</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write using further organisational and presentational devices to structure text and to guide the reader</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform their own compositions, using intonation, volume, and movement so that meaning is clear</p>	<p>vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proofread for spelling and punctuation errors</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Plan their writing in narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
GPS FOCUS	<p>Proofread for spelling and punctuation errors</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Punctuate bullet points consistently</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>

National Curriculum coverage – Year 5 (continued)



GREAT TEXTS	<p><i>Rivers: An incredible journey from source to sea</i> by Simon Chapman</p> <p><i>Amazing rivers</i> by Julie Vosburgh Agnone & Kerry Hyndman</p> <p><i>The story of green river</i> by Holly Webb</p> <p><i>A river</i> by Marc Martin</p> <p><i>Once upon a raindrop – the story of water</i> by James Carter</p> <p><i>The dam</i> by David Almond</p>	<p><i>Kensuke's kingdom</i> by Michael Morpurgo</p> <p><i>The whale who ate plastic</i> by Stephanie O'Connor</p> <p><i>A turtle's view of the ocean blue</i> by Catherine Barr</p> <p><i>Earth's incredible oceans (the magic and mystery of Nature)</i> by Jess French</p> <p><i>Be plastic clever</i> by Amy Meek</p> <p><i>The magical bag for a plastic-free Earth</i> by Pranamee Nath</p>	<p><i>Odd and the frost giants</i> by Neil Gaiman</p> <p><i>Viking boy</i> by Tony Bradman</p> <p><i>Riddle of the runes</i> by Janina Ramirez</p> <p><i>The long-lost secret diary of the world's worst Viking</i> by Tim Collin</p> <p><i>Illustrated Norse myths</i> by Alex Frith</p> <p><i>Shewolf</i> by Dan Smith</p> <p><i>The last bear</i> by Hannah Gold</p>	<p><i>Stuff: Eco-stories of everyday stuff</i> by Maddie Moate</p> <p><i>Old enough to save the planet</i> by Loll Kirby</p> <p><i>If I were the world</i> by Mark Sperring</p> <p><i>Here we are: Notes for living on planet Earth</i> by Oliver Jeffers</p> <p><i>George and Flora's secret garden</i> by Jo Elworthy & Ley Honor Roberts</p> <p><i>The hatmakers</i> by Tamzin Merchant</p>	<p><i>The promise</i> by Nicola Davies</p> <p><i>The lost words</i> by Robert Macfarlane & Jackie Morris</p> <p><i>Belonging</i> by Jeannie Baker</p> <p><i>Fourteen wolves: A rewilding story</i> by Catherine Barr</p> <p><i>The rewilding manual for schools: A guide to restoring Nature in your school grounds</i> by Lesley Malpas</p> <p><i>Wilding: How to bring wildlife back (an illustrated guide)</i> by Isabella Tree</p>	<p><i>Sleep in peace</i> by Indrid Hess</p> <p><i>The green fingers of Monsieur Monet</i> by Gicencarlo Ascari & Pia Valentinis</p> <p><i>The musical life of Gustav Mole</i> by Kathryn Meyrick</p> <p><i>Every child a song</i> by Nicola Davies</p> <p><i>Brave and brilliant girls from the Greek myths</i> by Rosie Dickens & Susannah Davidson</p>
MATHS	<p>Number and place value Solve number problems and practical problems involving numbers to 1,000,000</p> <p>Number: Multiplication and division Multiply and divide numbers mentally, drawing upon known facts</p> <p>Measurement Convert between different units of metric measure; understand and use approximate equivalences between metric units and common imperial units (pints); use all four operations to solve problems involving measure</p> <p>Geometry: Properties of shape Identify properties of 2D and 3D shapes</p>	<p>Number: Addition and subtraction Add and subtract numbers mentally with increasingly large numbers; add and subtract whole numbers with more than 4 digits, including using formal written methods</p> <p>Number: Multiplication and division Multiply numbers up to 4 digits by a one-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>Geometry: Properties of shape Distinguish between regular and irregular polygons based on reasoning about equal sides and angles; know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p>	<p>Number and place value Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>Number: Multiplication and division Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Measurement Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p>	<p>Number: Fractions (including decimals and percentages) Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100 as a decimal fraction</p> <p>Measurement Convert between different units of metric measure; use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling</p>	<p>Number and place value Solve number problems and practical problems that involve knowledge of place value up to 1,000,000</p> <p>Number: Fractions (including decimals and percentages) Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths; solve problems which require knowing percentage and decimal equivalence</p> <p>Measurement Convert between miles and kilometres (Y6)</p>	<p>Geometry: Properties of shape Identify 3D shapes, including cubes and other cuboids, from 2D representations; know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>Statistics Calculate and interpret the mean as an average (Y6)</p>

National Curriculum coverage – Year 5 (continued)



MATHS (CONTINUED)		<p style="text-align: center;">Statistics</p> <p>Compare, read and interpret information in tables, including timetables</p>	<p style="text-align: center;">Measurement</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes; use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling</p> <p style="text-align: center;">Statistics</p> <p>Solve comparison, sum and difference problems using information presented in a line graph; complete, read and interpret information in tables, including timetables</p>		<p style="text-align: center;">Statistics</p> <p>Compare, read and interpret information in tables, including timetables</p>	
SCIENCE	<p style="text-align: center;">States of matter (Y4)</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p style="text-align: center;">Properties and changes of materials</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p style="text-align: center;">Properties and changes of materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p style="text-align: center;">Living things and their habitats (Introduction to Y6)</p> <p>Describe how living things are classified into broad groups according to common observable</p>	<p style="text-align: center;">Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p style="text-align: center;">Properties and changes of materials</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p style="text-align: center;">Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p style="text-align: center;">Animals, including humans</p> <p>Describe the changes as humans develop to old age</p> <p style="text-align: center;">Forces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>

National Curriculum coverage – Year 5 (continued)



<p>SCIENCE (CONTINUED)</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>				
<p>GEOGRAPHY</p>	<p>Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including coasts and rivers and understand how some of these aspects have changed over time</p> <p>Human and physical geography Physical geography, including: rivers, and the water cycle</p> <p>Human geography, including: the distribution of natural resources, including water</p>	<p>Human and physical geography Human geography: economic activity including trade links</p> <p>Geographical skills and fieldwork Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>	<p>-</p>	<p>-</p>	<p>Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>-</p>
<p>HISTORY</p>			<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>	<p>Theme in British history beyond 1066: Industrial Revolution</p>		<p>Ancient Greece: a study of Greek life and achievements and their influence on the western world</p>
<p>ART & DESIGN</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>-</p>	<p>-</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>-</p>

National Curriculum coverage – Year 5 (continued)



DT	-	-	<p>Design</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Evaluate</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	-	<p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Evaluate</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>Understand and use mechanical systems in their products</p> <p>Cooking and nutrition</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
PSHE	<p>Health and wellbeing: Keeping safe</p> <p>H38. Learn how to predict, assess and manage risk in different situations</p> <p>H39. Learn about hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. Learn strategies for keeping safe in the local environment or unfamiliar places</p>	<p>Living in the wider world: Shared responsibilities</p> <p>L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p>	<p>Health and wellbeing: Ourselves, growing and changing</p> <p>H27. Learn to recognise their individuality and personal qualities</p> <p>H28. Learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>Living in the wider world: Shared responsibilities</p> <p>L3. Learn about the relationship between rights and responsibilities</p> <p>L4. Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>Living in the wider world: Media literacy & digital resilience</p> <p>L11. Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. Learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>Relationships: Respecting self and others</p> <p>R31. Learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>

National Curriculum coverage – Year 5 (continued)



PSHE (CONTINUED)	<p>Health and wellbeing: Keeping safe H44. Respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>Relationships: Friendships R15. Learn strategies for recognising and managing peer influence and a desire for peer approval in friendships</p>	<p>Living in the wider world: Communities L6. Learn about the different groups that make up their community; what living in a community means</p>	<p>H29. Learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Relationships: Friendships R17. Learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Living in the wider world: Shared responsibilities L5. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p>Economic wellbeing: Money L20. Recognise that people make spending decisions based on priorities, needs and wants</p>	<p>L16. Learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>Health and wellbeing: Healthy lifestyles H3. Learn about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Health and wellbeing: Mental health H16. Learn strategies and behaviours that support mental health – including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change</p>	<p>R32. Learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
MUSIC	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>

National Curriculum coverage – Year 5 (continued)



PE	<p>Gymnastics Develop flexibility, strength, technique, control and balance; Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Dance Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Invasion games Play competitive games and apply basic principles suitable for attacking and defending</p>	<p>Dance Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Outdoor and orienteering activities Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance</p>
COMPUTING	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (Safer Internet Day)</p>	<p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>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</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>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</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p>