

## St Benedict's C of E VA Junior School – Computing Skills progression

Skills	Year 3	Year 4	Year 5	Year 6
<b>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b>	3.3 Sequencing Sounds  3.6 Events and actions in programs	4.3 Repetition in shapes  4.6 Repetition in games	5.1 Sharing information  5.3 Selection in physical computing  5.6 Selection in quizzes	6.1 Internet communication  6.3 Variables in games  6.6 Sensing
<b>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b>	3.1 Connecting computers  3.3 Sequencing sounds  3.6 Events and actions in programs	4.3 Repetition in shapes  4.4 Data logging  4.6 Repetition in games	5.1 Sharing information  5.3 Selection in physical computing  5.6 Selection in quizzes	6.3 Variables in games  6.6 Sensing
<b>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</b>	3.3 Sequencing sounds  3.6 Events and actions in programs	4.3 Repetition in shapes  4.6 Repetition in games	5.3 Selection in physical computing  5.6 Selection in quizzes	6.3 Variables in games  6.6 Sensing
<b>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</b>	3.1 Connecting computers	4.1 The internet	5.1 Sharing information	6.1 Internet communication

<b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</b>	3.5 Desktop publishing	4.1 The internet 4.2 Audio editing 4.5 Photo editing	5.2 Video editing 5.4 Flat-file databases	6.1 Internet communication 6.2 Webpage creation
<b>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</b>	3.1 Connecting computers 3.2 Stop-frame animation 3.3 Sequencing sounds 3.4 Branching databases 3.5 Desktop publishing 3.6 Events and actions in programs	4.1 The Internet 4.2 Audio editing 4.3 Repetition in shapes 4.4 Data logging 4.5 Photo editing 4.6 Repetition in games	5.1 Sharing information 5.2 Video editing 5.3 Selection in physical computing 5.4 Flat-file databases 5.5 Vector drawing 5.6 Selection in quizzes	6.1 Internet communication 6.2 Webpage creation 6.3 Variables in games 6.4 Introduction to spreadsheets 6.5 3D modelling 6.6 Sensing
<b>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b>	3.2 Stop-frame animation 3.4 Branching databases	4.1 The internet 4.2 Audio editing 4.5 Photo editing	5.1 Sharing information 5.2 Video editing	6.2 Webpage creation 6.3 Variables in games 6.5 3D modelling

## Online safety - Common Sense Media

Common Sense Media Unit	Education for a Connected World strands covered	Year 3	Year 4	Year 5	Year 6
Autumn Term:					
Media Balance & Well-being	Health, well-being and lifestyle	<p><a href="#"><u>Device-Free Moments</u></a> <i>Why is it important that we have device-free moments in our lives?</i></p>	<p><a href="#"><u>Your Rings of Responsibility</u></a> <i>How do digital citizens take responsibility for themselves, their communities and their world?</i></p>	<p><a href="#"><u>My Media Choices</u></a> <i>What makes a healthy media choice?</i></p>	<p><a href="#"><u>Finding My Media Balance</u></a> <i>What does media balance mean for me?</i></p>
	Self-image and identity	<p>Technology use isn't always a distraction, but there are definitely times when it's best to keep devices away. Help learners understand when it's appropriate to use technology and when it's not -- and practise making family rules for device-free time at home.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Recognise the ways in which digital devices can be distracting.</li> <li>• Identify how they feel when others are distracted by their devices.</li> <li>• Identify ideal device-free moments for themselves and others.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>attention</b> – noticing someone or something as important  <b>distraction</b> – something that keeps you from giving your</p>	<p>Teaching digital citizenship is all about helping children think beyond themselves and recognise the ripple effects of their actions. Personal responsibility is important, but understanding their responsibilities to others can help children unlock new ways to learn and connect with their communities -- and even change those communities for the better.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Examine both online and in-person responsibilities.</li> <li>• Describe the "Rings of Responsibility" as a way to think about how our behaviour affects ourselves and others.</li> <li>• Identify examples of online responsibilities to others.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>community</b> – a group of people who share the same interests or</p>	<p>We all make choices every day about the media we consume and create. But do children understand what makes a media choice healthy or not? Hint: It's about more than just screen time. Use the activities in this lesson to give children a framework for making informed media choices.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Learn the "What? When? How Much?" framework for describing their media choices.</li> <li>• Use this framework and their emotional responses to evaluate how healthy different types of media choices are.</li> <li>• Begin to develop their own definition of a healthy media balance.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>media</b> – all of the ways that</p>	<p>Helping children learn what makes different media choices healthy or not is a good start. But how do we help them actually make responsible choices in the real world? Give your learners the opportunity to create a personalised media plan.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Reflect on how balanced they are in their daily lives.</li> <li>• Consider what "media balance" means and how it applies to them.</li> <li>• Create a personalised plan for healthy and balanced media use.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>balance</b> – all of the parts are in the correct -- though not necessarily equal -- proportions  <b>media</b> – all of the ways that large groups of people get and share information (TV, books,</p>

		<p>full attention <b>concentration</b> – giving your full attention to a specific activity</p>	<p>goals <b>digital citizen</b> – someone who uses technology responsibly to learn, create and participate <b>responsibility</b> – a duty you have to yourself or others</p>	<p>large groups of people get and share information (TV, books, internet, newspapers, phones, etc.) <b>media balance</b> – using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.) <b>media choices</b> – time spent watching, listening to, reading or creating media</p>	<p>internet, newspapers, phones, etc.) <b>media balance</b> – using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)</p>
<p><b>Cyberbullying, Digital Drama &amp; Hate Speech</b></p>	<p><b>Online Bullying</b></p>	<p><u><b>Putting a STOP to Online Meanness</b></u> <i>What should you do if someone is mean to you online?</i></p> <p>The internet is filled with all kinds of interesting people, but sometimes, some of them can be mean to each other.</p> <p>With this role play, help your learners understand why it's often easier to be mean online than in person and how to deal with online meanness when they see it.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Understand what online meanness can look like and how it can make people feel.</li> <li>Identify ways to respond to mean words online, using "S-T-O-P".</li> </ul>	<p><u><b>The Power of Words</b></u> <i>What should you do when someone uses mean or hurtful language on the internet?</i></p> <p>As children grow, they'll naturally start to communicate more online. But some of what they see could make them feel hurt, sad, angry or even fearful.</p> <p>Help your learners build empathy for others and learn strategies to use when confronted with cyberbullying</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Understand that it's important to think about the words we use, because everyone interprets things differently.</li> <li>Identify ways to respond to mean words online, using S-T-O-P.</li> <li>Decide what kinds of statements are OK to say online and which are not.</li> </ul>	<p><u><b>Be a Super Digital Citizen</b></u> <i>How can we be upstanders when we see cyberbullying?</i></p> <p>Online tools are empowering for children and young people, and they also come with big responsibilities. But do children and young people always know what to do when they encounter cyberbullying? Show your learners appropriate ways to take action and resolve conflicts, from being upstanders to helping others in need</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Reflect on the characteristics that make someone an upstanding digital citizen.</li> <li>Recognise what cyberbullying is.</li> <li>Show ways to be an upstander by creating a digital citizenship superhero</li> </ul>	<p><u><b>Is it Cyberbullying?</b></u> <i>What is cyberbullying and what can you do to stop it?</i></p> <p>Let's face it, some online spaces can be full of negative, rude or downright mean behaviour. But what counts as cyberbullying? Help your learners understand what is -- and what isn't -- cyberbullying and give them the tools they'll need to combat the problem</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Recognise similarities and differences between in-person bullying, cyberbullying and being mean.</li> <li>Empathise with the targets of cyberbullying.</li> <li>Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.</li> </ul>

		<b>VOCABULARY</b> <b>online</b> – using a computer, phone, or tablet to visit a website or app	<b>VOCABULARY</b> <b>empathy</b> – to imagine the feelings that someone else is experiencing  <b>interpret</b> – to understand something based on our point of view	comic strip.  <b>VOCABULARY</b> <b>digital citizen</b> – someone who uses technology responsibly to learn, create and participate <b>cyberbullying</b> – using digital devices, sites and apps to intimidate, harm and upset someone <b>upstander</b> – a person who supports and stands up for someone else	<b>VOCABULARY</b> <b>bully</b> – the person who is doing the bullying <b>bystander</b> – a person who observes a conflict or unacceptable behaviour, but does not take part in it <b>cyberbullying</b> – using digital devices, sites and apps to intimidate, harm and upset someone <b>empathy</b> – to imagine the feelings that someone else is experiencing <b>target</b> – the person who is on the receiving end of the bullying <b>upstander</b> – a person who supports and stands up for someone else
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### Spring Term

Relationships & Communication	Online relationships  Online Reputation	<u>Who Is in Your Online Community?</u> <i>How are we all part of an online community?</i>  We are all connected on the internet! By learning the "Rings of Responsibility", learners explore how the internet connects us to people in our community and throughout the world.  Help your learners think critically about the different ways they connect with others, both in person and	<u>Our Digital Citizenship Pledge</u> <i>What makes a strong online community?</i>  Belonging to various communities is important for children's development. But some online communities can be healthier than others.  Show your learners how they can strengthen both online and in-person communities by creating norms that everyone pledges to  <b>OBJECTIVES:</b>	<u>Keeping Games Fun and Friendly</u> <i>How can I help myself and others be positive and have fun while playing online games?</i>  Social interaction is part of what makes online gaming so popular and engaging for children and young people. Of course, online communication can come with some risks. Show your learners how to keep their gaming experiences fun, healthy and positive.  <b>OBJECTIVES:</b>	<u>Digital Friendships</u> <i>How do you keep online friendships safe?</i>  Children and young people make friends everywhere they go -- including online. But are all of these friendships the same? How can children and young people start online friendships and also learn ways to stay safe? Help your learners understand both the benefits and the risks of online-only friendships.  <b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Compare and contrast</li> </ul>
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		<p>online.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast how they are connected to different people and places, in person and on the internet.</li> <li>• Demonstrate an understanding of how people can connect on the internet.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>community</b> – people who share a common neighbourhood, background, or interests</p> <p><b>internet</b> – a worldwide network that connects people using computers, phones, or other devices.</p>	<ul style="list-style-type: none"> <li>• Define what a community is, both in person and online.</li> <li>• Explain how having norms helps people in a community achieve their goals.</li> <li>• Create and pledge to adhere to shared norms for being in an online community.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>community</b> – a group of people who share the same interests or goals</p> <p><b>digital citizen</b> – someone who uses technology responsibly to learn, create and participate</p> <p><b>norm</b> – a way of acting that everyone in a community agrees to</p> <p><b>pledge</b> – a promise or an oath that one makes</p>	<ul style="list-style-type: none"> <li>• Define "social interaction" and give an example.</li> <li>• Describe the positives and negatives of social interaction in online games.</li> <li>• Create an online video game cover that includes guidelines for positive social interaction.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>digital media</b> – information that comes to us through the internet, often through a tablet, smartphone or laptop</p> <p><b>griefing</b> – irritating or angering people in video games by being mean or destructive or cheating</p> <p><b>social interaction</b> – talking or messaging with people to develop friendship or community</p>	<p>different kinds of online-only friendships.</p> <ul style="list-style-type: none"> <li>• Describe the benefits and risks of online-only friendships.</li> <li>• Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>benefit</b> – something positive that results from a situation</p> <p><b>private information</b> – information about you that can be used to identify you, because it is unique to you (e.g. your full name or your address)</p> <p><b>risk</b> – something negative or dangerous that could come from a situation</p>
News and Media Literacy	Managing online information	<p><u>Let's Give Credit</u></p> <p><i>How can you give credit for other people's work?</i></p> <p>With so much information at our fingertips, help learners to understand what it means to "give credit" when using content they find online.</p> <p>Taking on the role of a detective, learners will understand why it's important to give credit and the right ways to do it when they use words, images or ideas that</p>	<p><u>Is Seeing Believing?</u></p> <p><i>Why do people alter digital photos and videos?</i></p> <p>The web is full of photos, and even videos, that are digitally altered. And it's often hard to tell the difference between what's real and what's fake.</p> <p>Help your learners ask critical questions about why someone might alter a photo or video in the first place.</p> <p><b>OBJECTIVES:</b></p>	<p><u>A Creator's Rights and Responsibilities</u></p> <p><i>What rights and responsibilities do you have as a creator?</i></p> <p>It's common for children and young people to use images they find online, for school projects or just for fun. But children and young people don't often understand which images are OK to use and which ones aren't.</p> <p>Help your learners</p>	<p><u>Reading News Online</u></p> <p><i>What are the important parts of an online news article?</i></p> <p>Children and young people find and read news in lots of different ways. But studies show they're not very good at interpreting what they see. How can we help them get better?</p> <p>Teaching your learners about the structure of online news articles is an important place to start.</p>

		<p>belong to others.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Explain how giving credit is a sign of respect for people's work.</li> <li>• Learn how to give credit in their schoolwork for content they use from the internet.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>respect</b> – showing that you appreciate someone</p> <p><b>credit</b> – giving recognition to a person that created something</p>	<ul style="list-style-type: none"> <li>• Recognise that photos and videos can be altered digitally.</li> <li>• Identify different reasons why someone might alter a photo or video.</li> <li>• Analyse altered photos and videos to try to determine why.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>advertising</b> – messages or photos that are made to persuade someone to buy a certain product</p> <p><b>alter</b> – to change the way something looks, sometimes using a computer or other digital tools</p> <p><b>persuade</b> – to cause someone to believe something</p> <p><b>photo retouching</b> – digital alteration of a photo to enhance the way someone looks (removing of wrinkles, clearing of skin, changing their body, etc.)</p>	<p>understand about the rights and responsibilities they have when it comes to the images they create and use.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Define "copyright" and explain how it applies to creative work.</li> <li>• Describe their rights and responsibilities as creators.</li> <li>• Apply copyright principles to real-life scenarios</li> </ul> <p><b>VOCABULARY</b></p> <p><b>attribute</b> – to give credit to the person who created something, such as listing the author's name and date or a citation</p> <p><b>copyright</b> – legal protection that creators have over the things they create</p> <p><b>intellectual property</b> – the ownership of something you create, giving you a right to how others use it</p> <p><b>plagiarism</b> – using someone's creative work without providing attribution</p> <p><b>licence</b> – a clear way to define the type of copyright a creative work has, so that others know how they can use it</p>	<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Understand the purposes of different parts of an online news page.</li> <li>• Identify the parts and structure of an online news article.</li> <li>• Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>news</b> – new information about recent or important events</p> <p><b>article</b> – a written story in a newspaper, in a magazine or on an online news website.</p> <p><b>commercial</b> – intended to make money</p>
<b>Summer Term</b>					
<b>Privacy &amp; Security</b>	<b>Privacy &amp; Security</b>	<p><u><b>That's Private</b></u></p> <p><i>What kinds of information should I keep to myself when I use the internet?</i></p>	<p><u><b>Password Power-Up</b></u></p> <p><i>How can a strong password help protect your privacy?</i></p> <p>Stronger, more secure online</p>	<p><u><b>Private and Personal Information</b></u></p> <p><i>What information about you is OK to share online?</i></p>	<p><u><b>You Won't Believe this!</b></u></p> <p><i>What is clickbait and how can you avoid it?</i></p> <p>The internet is full of catchy</p>

		<p>Staying safe online is a lot like staying safe in the real world. By helping a Digital Citizen sign up for a new app, learners can begin to understand the kinds of information they should keep to themselves when they use the internet -- just as they would with a stranger in person.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Recognise the kind of information that is private.</li> <li>• Understand that they should never give out private information online</li> </ul> <p><b>VOCABULARY</b>  <b>online</b> – using a computer, phone, or tablet to visit a website or app  <b>private</b> – something that you should keep to yourself</p>	<p>passwords are a good idea for everyone. But how can we help children create better passwords and actually remember them? Use the tips in this lesson to help children make passwords that are both secure and memorable.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Define the term "password" and describe its purpose.</li> <li>• Understand why a strong password is important.</li> <li>• Practise creating a memorable and strong password.</li> </ul> <p><b>VOCABULARY</b>  <b>password</b> – a secret string of letters, symbols and numbers that you can use to restrict who can access something digital  <b>phrase</b> – a group of words that go together and are easy to remember  <b>symbol</b> – a character other than a number or letter, such as #, !, or @.  <b>username</b> – a name you create to sign into a website, app, or game</p>	<p>It's in our learners' nature to share and connect with others. But sharing online comes with some risks. How can we help children build strong, positive and safe relationships online? Help your learners understand the difference between what's personal and what's best left private.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Identify the reasons why people share information about themselves online.</li> <li>• Explain the difference between private and personal information.</li> <li>• Explain why it is risky to share private information online.</li> </ul> <p><b>VOCABULARY</b>  <b>hardwired</b> – something you are born with  <b>personal information</b> – information about you that cannot be used to identify you, because it is also true for many other people (e.g. your hair colour or the city you live in)  <b>private information</b> – information about you that can be used to identify you, because it is unique to you (e.g. your full name or your address)</p>	<p>headlines and outrageous images, all to make us curious and get our attention. But children and young people don't always realise: What you click on isn't always what you get.  Show your learners the best ways to avoid clickbait online.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Define "the curiosity gap".</li> <li>• Explain how clickbait uses the curiosity gap to get your attention.</li> <li>• Use strategies for avoiding clickbait.</li> </ul> <p><b>VOCABULARY</b>  <b>advertising</b> – messages or photos that are made to persuade someone to buy a certain product  <b>clickbait</b> – an image or headline that tries to get you to click on it, usually for advertising purposes  <b>headline</b> – the title of an article, usually printed in big, bold letters at the top  <b>Curiosity Gap</b> – the desire people have to figure out missing information</p>
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<p><b>Digital Footprint &amp; Identity</b></p>	<p><b>Copyright and Ownership</b></p>	<p><u><a href="#">We, the Digital Citizens</a></u>  <i>How can we be good digital citizens</i></p> <p><u><a href="#">Digital Trails</a></u>  <i>What information is OK to have in your digital footprint?</i></p> <p>Does what you do online always stay online? Learners understand that the information they share online leaves a digital footprint or "trail". Depending on how they manage it, this trail can be big or small and harmful or helpful. Learners compare different trails and think critically about what kinds of information they want to leave behind.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Learn that the information they share online leaves a digital footprint or "trail".</li> <li>Explore what information is OK to be shared online.</li> </ul> <p><b>VOCABULARY</b>  <b>digital footprint</b> – a record of what you do online, including the sites you visit</p>	<p><u><a href="#">We, the Digital Citizens</a></u>  <i>How can we be good digital citizens?</i></p> <p><u><a href="#">This is Me</a></u>  <i>How does what I post online affect my identity?</i></p> <p>From selfies to social media, many of us create unique online identities for ourselves, and our learners are no different. But do children always understand how others might perceive what they post? Help your learners think critically about the online identities they're creating.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Consider how posting selfies or other images will lead others to make assumptions about them.</li> <li>Reflect on the most important parts of their unique identities.</li> <li>Identify ways they can post online to best reflect who they are.</li> </ul> <p><b>VOCABULARY</b>  <b>assumption</b> – something that someone thinks is true, but in reality, may or may not be  <b>identity</b> – different parts of your culture, experiences, and interests that make you unique</p>	<p><u><a href="#">We, the Digital Citizens</a></u>  <i>How can we be good digital citizens?</i></p> <p><u><a href="#">Our Online Tracks</a></u>  <i>How does our online activity affect the digital footprints of ourselves and others?</i></p> <p>Your digital footprint can affect your online reputation for a long time. But children don't always realise that digital footprints aren't just a personal matter. Show your learners how they can contribute to a positive digital reputation, both for themselves and for others</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Define the term "digital footprint" and identify the online activities that contribute to it.</li> <li>Identify ways they are -- and are not -- in control of their digital footprint.</li> <li>Understand what responsibilities they have for the digital footprints of themselves and others</li> </ul> <p><b>VOCABULARY</b>  <b>responsibility</b> – a duty you have to yourself or others  <b>digital footprint</b> – a record of what you do online, including the sites you visit and the</p>	<p><u><a href="#">We, the Digital Citizens</a></u>  <i>How can we be good digital citizens?</i></p> <p><u><a href="#">Beyond Gender Stereotypes</a></u>  <i>How do gender stereotypes shape our experiences online?</i></p> <p>Children and young people encounter all kinds of stereotypes in the media. But are they always aware of what they're seeing? Help your learners think critically about how gender stereotypes can affect the ways they view themselves and others.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Define "gender stereotypes" and describe how they can be present online.</li> <li>Describe how gender stereotypes can lead to unfairness or bias.</li> <li>Create an avatar and a poem that show how gender stereotypes impact who they are.</li> </ul> <p><b>VOCABULARY</b>  <b>avatar</b> – an image or character that represents a person online  <b>bias</b> – an unfair belief about a person or group based on a</p>
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		<p>and the things you share</p> <p><b>private information</b> – information about you that can be used to identify who you are</p> <p><b>permanent</b> – something that lasts forever</p> <p><b>trail</b> – a path or track that someone can follow</p>	<p><b>selfie</b> – a picture you take of yourself, usually with a phone</p>	<p>things you post; it can also include things that others post that involve you, such as pictures or comments</p> <p><b>fossil</b> – parts of an animal that are saved and preserved in the earth for millions of years.</p> <p><b>inference</b> – an educated guess based on evidence</p>	<p>stereotype</p> <p><b>gender stereotypes</b> – oversimplified ideas about how women and men are or should be</p>
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