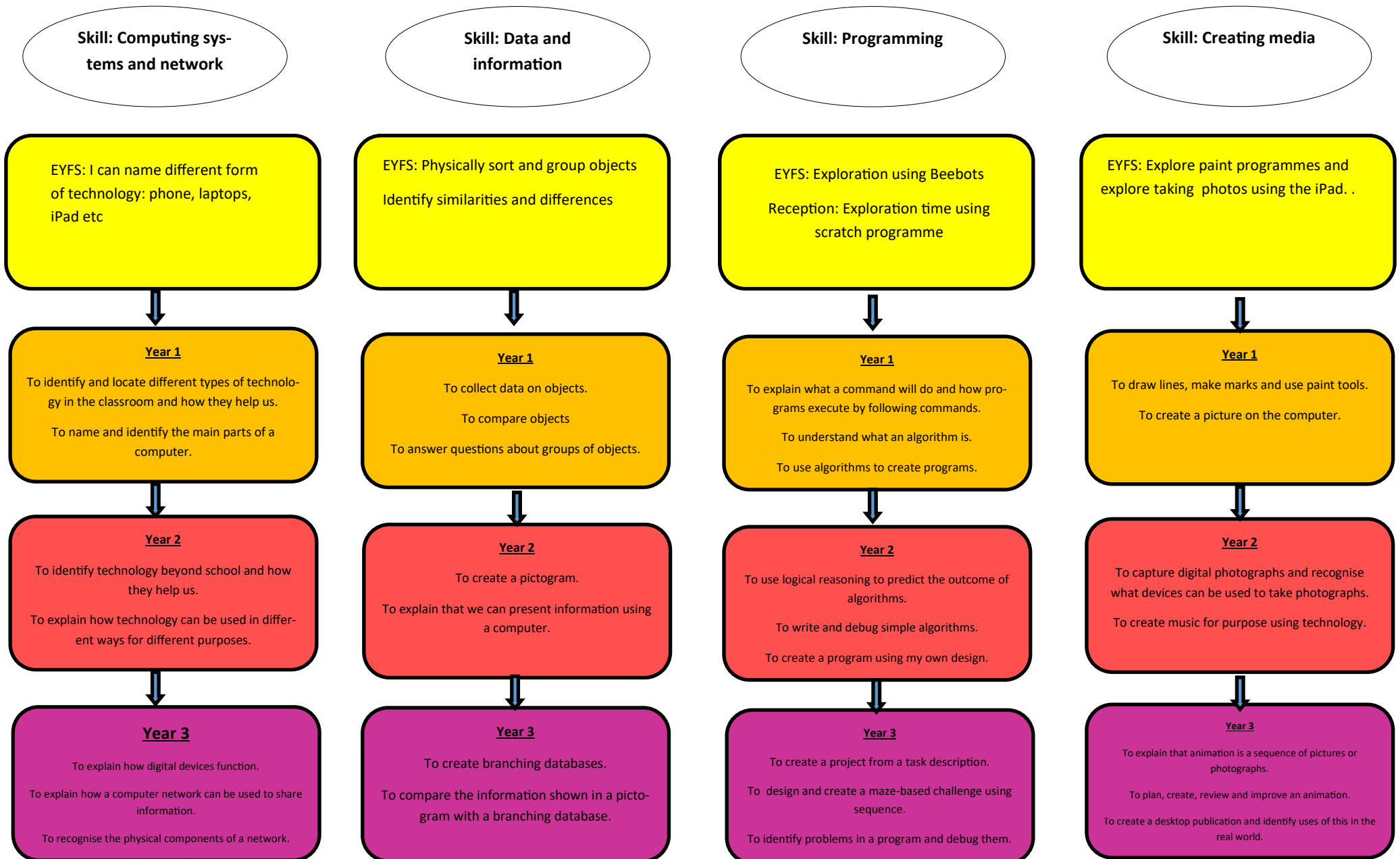
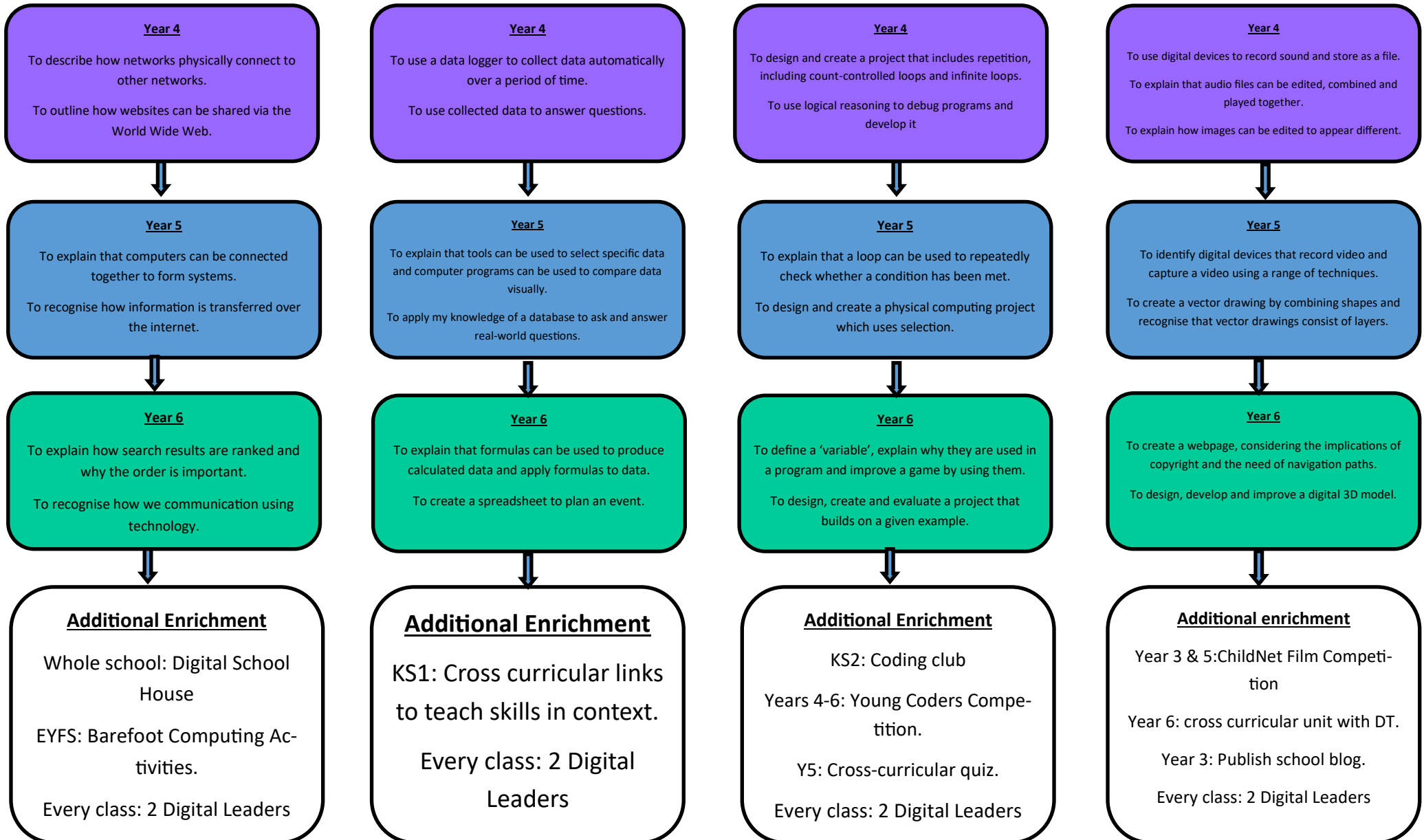


Computing Skills Progression



Computing Skills Progression



Online Safety Skills Progression

Self-image and Identity

EYFS

To 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.
To explain how this could be either in real life or online.

Year 1

To recognise that there may be people online who could make me feel sad, embarrassed or upset.
To give examples of when and how to speak to a trusted adult if something happens that makes me feel sad, worried, uncomfortable or frightened.

Year 2

To explain how people may act differently online and offline.
To give examples of issues online that might make someone feel sad, worries, uncomfortable or frightened and how they might get help.

Year 3

To explain what is meant by the term 'identity'.
To explain why someone might change their identity depending on what they are doing online.

Online Relationships

EYFS

To talk about how family members use the internet to communicate.
Reception-To give examples of how I can use the internet to communicate.

Year 1

To give examples of when I should ask permission to do something online and explain why it is important to do so.
To explain why it is important to be kind to others online.

Year 2

To give examples of how someone might use technology to communicate with people they don't know, and why this is not always safe.

Year 3

To explain what it means to "know someone" online, and why this might be different to offline.
To explain the difference between "trusting someone online" and "liking someone online".

Online Reputation

EYFS-To understand the words 'online' and 'information'.

Reception-To identify ways information can be put on the internet.

Year 1

To recognise that information can stay online and be copied.
To describe what information should not be put online without asking a trusted adult first.

Year 2

To explain how information put online about a person can last for a long time.
To describe how anyone's online information can be seen by others.

Year 3

To explain how to search for information about others online.
To give examples of what people may or may not be willing to share about themselves online.

Online Bullying

Nursery—To know that sometimes people can be unkind and understand different ways they can be unkind.

Reception-To describe ways people can be unkind online and offer examples of how this might make others feel.

Year 1

To describe how to behave online in ways that do not upset others and give examples.

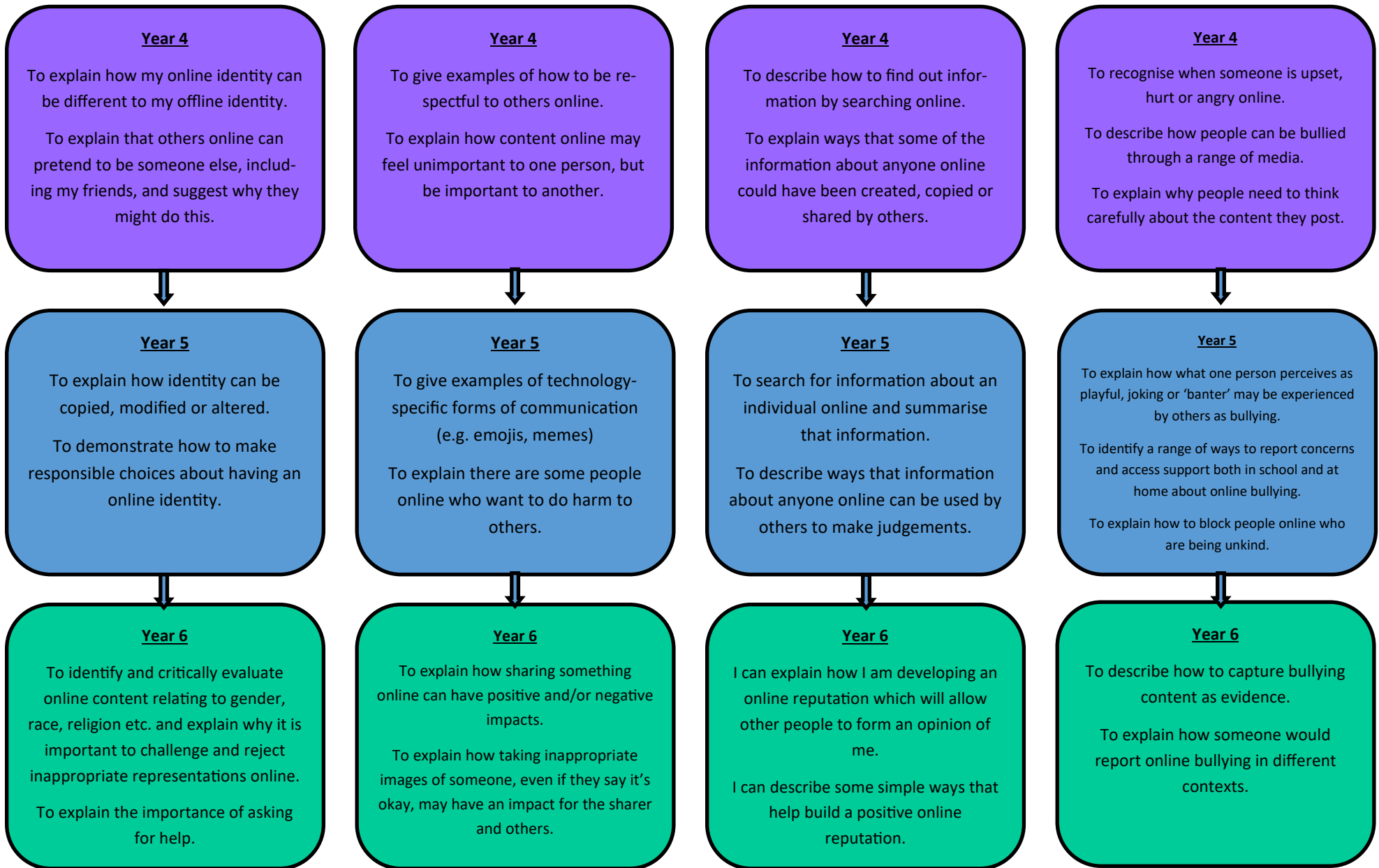
Year 2

To explain what bullying is, and how it can make people feel.
To talk about how anyone experiencing bullying can get help.

Year 3

To describe appropriate ways to behave towards people online.
To give examples of how bullying behaviour might appear online.

Online Safety Skills Progression



Online Safety Skills Progression

Managing Online Information

Health, Wellbeing and Lifestyle

Copyright and Ownership

Privacy and Security

Nursery To know that information is on the internet.

Reception

To talk about how the internet can be a way of finding out information.
To identify devices you can use to do this.



Year 1

To give examples of how to find information using digital technology.
To understand we come across a range of things online that we like and don't like, as well as things that are real and not real.



Year 2

To explain what voice activated searching is, and know it is not a real person (e.g. Alexa, Siri).
To explain why some information online may not be real or true.



Year 3

To explain the difference between a 'belief', 'opinion' and 'fact' and give examples of how and where they might be shared online.

Nursery To know what being safe means and understand what rules are.

Reception

To explain rules to keep us safe when we are using technology both in and beyond the home.
To give examples of some of these rules.



Year 1

To explain why certain rules around the internet keep us safe.
To have an emerging awareness of how these rules might change in different contexts.



Year 2

To explain simple rules for using technology in different environments and settings (e.g. public places, at home, at school).



Year 3

To explain why spending too much time on technology can sometimes have a negative impact on you.
To explain why some activities have age restrictions and why it is important to follow these.

EYFS To recognise that work belongs to the person who created it.

Reception

To name pieces of work so others know who it belongs to.



Year 1

To explain why work created using technology belongs to the person who created it.
To understand that work created by others remains theirs, even if another copy is made.



Year 2

To recognise that content on the internet may belong to other people and explain why.



Year 3

To explain why copying someone else's work from the internet without permission isn't fair and what problems this might cause.

Nursery To know my name, and age

Reception

To give simple examples of personal information (e.g., name, age).
To identify people to trust with personal information.



Year 1

To explain how passwords are used to protect information, accounts and devices.
To recognise more detailed examples of personal information (e.g. family names, school name)



Year 2

To explain and give examples of what is meant by 'private'.
To describe and explain some rules for keeping personal information private.



Year 3

To describe simple strategies for creating and keeping passwords safe.
To describe how connected devices can collect and share information.

Online Safety Skills Progression

Year 4

To analyse information to make a judgement about probable accuracy.

To explain what is meant by fake news and why some people will create stories or alter photographs to pretend something is true.

Year 4

To explain how technology can be a distraction from other things.

To identify times or situations when someone may need to limit the amount of time they spend on technology.

Year 4

To explain why I need to consider who owns content and whether I have the right to reuse it.

To give examples of content which I must not use without permission from the owner.

Year 4

To describe strategies for keeping personal information private, depending on the content.

To explain that the internet is never fully private.

To know the digital age of consent.

Year 5

To explain what is meant by 'being sceptical' and why it is important to sometimes be sceptical of information online.

To evaluate digital content and explain how to make choices about what is trustworthy.

Year 5

To describe ways technology can affect health and well-being positively and negatively.

To describe some strategies, tips or promote health and wellbeing with regards to technology.

Year 5

To assess and justify when it is acceptable to use the work of others.

To give examples of content that is permitted to be reused.

Year 5

To explain what a strong password is and demonstrate how to create one.

To explain how many free apps or services may read and share private information with others (e.g. contacts, likes, images, voices, messages, location).

To explain what app permissions are and give examples.

Year 6

To define the terms 'influence', 'manipulation' and 'persuasion' and how someone might encounter these online (e.g. targeted ads, influencers).

To analyse and evaluate the validity of 'facts' and information online.

Year 6

To describe common systems that regulate age related content.

To assess and action different strategies to limit the impact of technology on health (e.g. night mode, regular screen breaks, correct posture etc.).

Year 6

To demonstrate the use of search tools to find and access online content created by others can that be reused.

To demonstrate how to make references to and acknowledge internet sources.

Year 6

To explain what to do if a password is lost, shared or stolen.

To describe ways in which some online content targets people to gain money or information illegally (scams, phishing) and describe strategies to help identify such content.

Additional Enrichment

Digital Leaders - Year 3 – 6. Safer Internet Day—Whole school. Online Safety Workshops—KS2 and parents. Online Safety Assemblies lead by Digital Leaders—KS1.