St Stephen Churchtown Academy

Progression Overview – Computing DIGITAL LITERACY (E-Safety)

	Self-image and Identity	Online relationships	Online reputation	Online bullying
Nursery	I know who I am, I can say my name and how old I am. I can tell people things about me, what I like and what I don't like. I can find myself in photos, I can find my work on the classroom wall	I can talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets me	I can talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets me	I can talk about good and bad choices I can speak to an adult if something upset me
Reception				
Year 1	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 recognise some ways in which the **internet** can be used to communicate.	I can describe what information I should not put **online** without asking a trusted adult first.	I can describe how to behave online in ways that do not upset others
Year 2	I can describe ways in which people might make themselves look different online.	I can explain some risks of communicating **online** with others I don't know well.	I can explain how information put online about me can last for a long time.	I can describe how to behave online in ways that do not upset others
Year 3	I can describe ways in which media can shape ideas about gender.	I can explain how my and other people's feelings can be hurt by what is said or written online.	I know who I should ask if I am not sure if I should put something online.	I can describe rules about how to behave online and how I follow them.
Year 4	I can explain how my online identity can be different to the identity I present in 'real life'.	I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.	I can describe how others can find out information about me by looking online.	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).
Year 5	I can explain how identity online can be copied, modified or altered.	I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).	I can describe ways that information about people online can be used by others to make judgments about an individual.	I can explain how I would report online bullying on the apps and platforms that I use.
Year 6	I can explain how I can represent myself in different ways online.	I can demonstrate how I would support others (including those who are having difficulties) online.	I can describe some simple ways that help build a positive online reputation.	I can identify a range of ways to report concerns both in school and at home about online bullying.

	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
Nursery	I can talk about my favourite things, favourite book or story.	Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you	I know some facts about myself, my name, my bothers' and sisters' names, if I have pets and their names, where I live	I can name my work and know what belongs to me.
Reception	I can talk about my favourite technology			I can find my name in the classroom – my coat, my peg, water bottle etc and know it belongs to me
Year 1	I can identify devices I could use to access information on the internet.	I can explain rules to keep us safe when we are using technology both in and beyond the home.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can name my work so that others know it belongs to me.
Year 2	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).	I can explain simple guidance for using technology in different environments and settings.	I can explain why I should always ask a trusted adult before I share any information about myself online.	I can recognise that content on the internet may belong to other people.
Year 3	I can evaluate digital content and can explain how I make choices from search results.	I can identify situations when I might need to limit the amount of time I use technology.	I can describe simple strategies for creating and keeping passwords private.	I can explain why copying someone else's work from the internet without permission can cause problems.
Year 4	I can **analyse** information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'	I can describe ways technology can affect healthy sleep and can describe some of the issues.	I can explain how internet use can be monitored.	I can assess and justify when it is acceptable to use the work of others.
Year 5	I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	I can demonstrate the use of search tools to find and access online content which can be reused by others.
Year 6	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.	I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).	I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	I can demonstrate how to make references to and acknowledge sources I have used from the internet.