

p Materials taken from projectevolve.co.uk and linked to 8 strands of progression in Educated for a Connected World						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Privacy and Security	Online Relationships	Online Bullying	Online Reputation	Managing Online Information	Self-image and Identity
EYFS	To identify some simple examples of my personal information.	To recognise some ways in which the internet can be used to communicate.	To describe ways that some people can be unkind online.	To identify ways that I can put information on the internet.	To talk about how to use the internet as a way of finding information online.	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.
Year 1	To recognise more detailed examples of information that is personal to me.	To use the internet with adult support to communicate with people I know.	To describe how to behave online in ways that do not upset others and can give examples.	To recognise that information can stay online and could be copied.	To give simple examples of how to find information using digital technologies.	To recognise that there may be people online who could make me feel sad, embarrassed or upset.
Year 2	To explain how passwords can be used to protect information, accounts and devices.	To use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country).	To explain what bullying is, how people may bully others and how bullying can make someone feel.	To explain how information put online about someone can last for a long time.	To use simple keywords in search engines.	I can explain how other people may look and act differently online and offline.
Year 3	To give reasons why I should only share information with people I choose to and can trust.	To explain what it means to 'know someone' online and why this might be different from knowing someone offline.	To describe appropriate ways to behave towards other people online and why this is important.	To explain how to search for information about others online.	To demonstrate how to use key phrases in search engines to gather accurate information online.	To explain how I can represent myself in different ways online.
Year 4	To describe strategies for keeping personal information private, depending on context.	To describe strategies for safe and fun experiences in a range of online social environments.	To recognise when someone is upset, hurt or angry online.	To describe how to find out information about others by searching online.	To analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content.	To explain how my online identity can be different to the identity I present in 'real life'.
Year 5	To create and use strong and secure passwords.	To 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.	To recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	To search for information about an individual online and summarise the information found.	To evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	To explain how identity online can be copied, modified or altered.
Year 6	To know what to do if my password is lost or stolen.	To describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.	To explain the ways in which anyone can develop a positive online reputation.	To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online.	To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.