



Strand	Year 3	Year 4	Year 5	Year 6
Online Safety Self Image & Identity	<ul style="list-style-type: none"> <li>I can explain what is meant by the term 'identity'</li> <li>I can explain how I can represent myself in different ways</li> <li>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my online identity can be different to the identity presented in 'real life'</li> <li>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how identity online can be copied, modified or altered.</li> <li>I can demonstrate responsible choices about my online identity, depending on context</li> </ul>	<ul style="list-style-type: none"> <li>I can describe ways in which media can shape ideas about gender.</li> <li>I can identify messages about gender roles and make judgements based on them.</li> <li>I can challenge and explain why it is important to reject inappropriate messages about gender online.</li> <li>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline</li> <li>I can explain why I should keep asking until I get the help I need</li> </ul>



Strand	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online Safety</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online Relationships</p>	<ul style="list-style-type: none"> <li>I can describe ways people who have similar likes and interests can get together online.</li> <li>I can give examples of technology specific forms of communication (e.g. emojis, acronyms, text speak)</li> <li>I can explain some risks of communicating online with others I don't know well</li> <li>I can explain why I should be careful who I trust online and what information I can trust them with.</li> <li>I can explain how my and other people's feelings can be hurt by what is said or written online</li> <li>I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</li> <li>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</li> <li>I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'</li> </ul>	<ul style="list-style-type: none"> <li>I can describe strategies for safe and fun experiences in a range of online social environments.</li> <li>I can give examples of how to be respectful to others online.</li> </ul>	<ul style="list-style-type: none"> <li>I can 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.</li> <li>I can make positive contributions and be part of online communities.</li> <li>I can describe some of the communities in which I am involved and describe how I collaborate with others positively</li> </ul>	<ul style="list-style-type: none"> <li>I can show I understand my responsibilities for the well-being of others in my online social group.</li> <li>I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</li> <li>I can demonstrate how I would support others (including those who are having difficulties) online.</li> <li>I can demonstrate ways of reporting problems online for both myself and my friends</li> </ul>



Spring 1

Airedale Junior School

## Skills Progression for Computing

Strand		Year 3	Year 4	Year 5	Year 6
Online Safety	Online Reputation	<ul style="list-style-type: none"> <li>I can search for information about myself online</li> <li>I can search for information about myself or others online</li> <li>I know who I should ask if I am not sure if I should put something online</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how others can find out information about me by looking online</li> <li>I can explain ways that some of the information about me online could have been created, copied, or shared by others</li> </ul>	<ul style="list-style-type: none"> <li>I can search for information about an individual online and create a summary report of the information I find.</li> <li>I can describe ways that information about people online can be used by others to make judgments about an individual.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</li> <li>I can describe some simple ways that help build a positive online reputation</li> </ul>
Online Safety Week	Online Bullying	<ul style="list-style-type: none"> <li>I can explain what bullying is and can describe how people may bully others.</li> <li>I can describe rules about how to behave online and how I follow them</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some online technologies where bullying might take place</li> <li>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise when someone is upset, hurt or angry online</li> <li>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</li> <li>I can explain how to block abusive users.</li> <li>I can explain how I would report online bullying on the apps and platforms that I use</li> <li>I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> <li>I can identify a range of ways to report concerns both in school and at home about online bullying.</li> </ul>

KEY: Orange—Reflection Time Autumn Term

Green—Reflection Time Spring Term

Yellow—Reflection Time Summer Term

Black—Online Safety Lesson



Strand	Year 3	Year 4	Year 5	Year 6
Online Safety Managing Online Info	<ul style="list-style-type: none"> <li>I can use key phrases in search engines.</li> <li>I can explain what autocomplete is and how to choose the best suggestion.</li> <li>I can explain how the internet can be used to sell and buy things</li> <li>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</li> <li>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</li> <li>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</li> <li>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</li> <li>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true</li> </ul>	<ul style="list-style-type: none"> <li>I can use different search technologies</li> <li>I can evaluate digital content and can explain how I make choices from search results</li> <li>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</li> <li>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead)</li> <li>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</li> <li>I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.</li> <li>I can explain why some information I find online may not be honest, accurate or legal.</li> <li>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</li> </ul>	<ul style="list-style-type: none"> <li>I can use search technologies effectively.</li> <li>I can explain how search engines work and how results are selected and ranked.</li> <li>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</li> <li>I can describe how some online information can be opinion and can offer examples.</li> <li>I can explain how and why some people may present 'opinions' as 'facts'.</li> <li>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</li> <li>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.</li> <li>I can identify, flag and report inappropriate content.</li> </ul>



Strand		Year 3	Year 4	Year 5	Year 6
Online Safety	Health, Well Being & Lifestyle	<ul style="list-style-type: none"> <li>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how using technology can distract me from other things I might do or should be doing.</li> <li>I can identify times or situations I might need to limit the amount of time I use to use technology</li> <li>I can suggest strategies to help me limit this time.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe ways technology can affect healthy sleep and can describe some of the issues.</li> <li>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology</li> </ul>	<ul style="list-style-type: none"> <li>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose</li> <li>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).</li> <li>I can explain the importance of self regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents )</li> </ul>



Strand	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online Safety</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Privacy &amp; Security</p>	<ul style="list-style-type: none"> <li>• I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</li> <li>• I understand and can give reasons why passwords are important.</li> <li>• I can describe simple strategies for creating and keeping passwords private.</li> <li>• I can describe how connected devices can collect and share my information with others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what a strong password is.</li> <li>• I can describe strategies for keeping my personal information private, depending on context</li> <li>• I can explain that others online can pretend to be me or other people, including my friends.</li> <li>• I can suggest reasons why they might do this</li> <li>• I can explain how internet use can be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create and use strong and secure passwords.</li> <li>• 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.</li> <li>• I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</li> </ul>	<ul style="list-style-type: none"> <li>• I use different passwords for a range of online services.</li> <li>• I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</li> <li>• I know what to do if my password is lost or stolen</li> <li>• I can explain what app permissions are and can give some examples from the technology or services I use</li> <li>• I can describe simple ways to increase privacy on apps and services that provide privacy settings.</li> <li>• 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)</li> </ul>



Summer 2 cont.

Airedale Junior School

## Skills Progression for Computing

Strand		Year 3	Year 4	Year 5	Year 6
Online Safety	Copyright & Ownership	<ul style="list-style-type: none"> <li>I can explain why copying someone else's work from the internet without permission can cause problems</li> <li>I can give examples of what those problems might be.</li> </ul>	<ul style="list-style-type: none"> <li>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</li> <li>I can give some simple examples.</li> </ul>	<ul style="list-style-type: none"> <li>I can assess and justify when it is acceptable to use the work of others</li> <li>I can give examples of content that is permitted to be reused.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate the use of search tools to find and access online content which can be reused by others</li> <li>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</li> </ul>

KEY: Orange—Reflection Time Autumn Term

Green—Reflection Time Spring Term

Yellow—Reflection Time Summer Term

Black—Online Safety Lesson