	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Creating Media** Digital Writing	**Computing Systems** Technology Around Us	**Data and Information** Grouping Data	**Programming** Moving a Robot	**Creating Media** Digital Painting	**Programming** Scratch Jr
Year 2	**Creating Media** Digital Photography	**Computing Systems** IT Around us	**Data and Information** Pictograms	**Programming** Robot Algorithms	**Creating Media** Digital Music	**Programming** Programming Quizzes
Year 3	**Creating Media** Desktop Publishing	**Computing Systems** Connecting Computers	**Data and Information** Branching Databases	**Programming** Sequencing Sounds	**Creating Media** Stop Motion Animation	**Programming** Events & Actions in Programs
Year 4	**Creating Media** Photo Editing	**Computing Systems** The Internet	**Data and Information** Data Logging	**Programming** Repetition of Shapes	**Creating Media** Audio Production	**Programming** Repetition in Games
Year 5	**Creating Media** Vector Drawing	**Computing Systems** Systems and Searching	**Data and Information** Flat File Databases	**Programming** Selection in Physical Computing	**Creating Media** Video Production	**Programming** Selection in Quizzes

Online Safety & Digital Citizenship – Learning Progression
Use [Project Evolve](#) alongside Teach Computing scheme.

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1 **Self Image and Identity** *(Pairs with Jigsaw Autumn 1, Being in my World)*	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. 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 and how they can help.	I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	I can explain what is meant by the term 'identity' I can explain how people can represent themselves in different ways online.	I can explain how my online identity can be different to my offline identity. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can demonstrate how to make responsible choices about having an online identity, depending on context. I can explain how identity online can be copied, modified or altered.	To identify and critically evaluate online content relating to different groups of people, and explain why it is important to challenge and reject inappropriate representations online. To describe issues online that could make anyone feel sad, worried, uncomfortable or frightened and know how to help. To explain how sharing something online may have an impact either positively or negatively. *(Online Relationships)*
Autumn 2 **Online Relationships**	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know	I can give examples of when I should ask permission to do something online and explain why this is important. I can explain why it is important to be considerate and kind to people online and to respect their choices.	I can explain who I should ask before sharing things about myself or others online. I can identify who can help me if something happens online without my consent.	I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. I can explain how someone's feelings can be hurt by what is said or written online.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	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. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	To explain that taking or sharing inappropriate images of someone may have an impact for the sharer and others, and who can help if someone is worried about this. To explain the ways in which anyone can develop a positive online reputation. *(Online Reputation)* To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. *(Online Reputation)*

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Spring 1 **Online Reputation**	I can identify ways that I can put information on the internet.	I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	I can explain how to search for information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can explain ways that some of the information about anyone online could have been created, copied or shared by others. I can describe how to find out information about others by searching online.	I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	To explain how someone would report online bullying in different contexts. *(Online Bullying)* To describe how some online information can be opinion and offer examples. *(Managing Online Information)* To explore the concept of persuasive design and how it can be used to influence peoples' choices. *(Managing online information)*
Spring 2 **Online Bullying**	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel	I can describe how to behave online in ways that do not upset others and can give examples. I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can describe how to behave online in ways that do not upset others and can give examples. I can talk about how anyone experiencing bullying can get help. I can explain why anyone who experiences bullying is not to blame	I can recognise when someone is upset, hurt or angry online. I can give examples of how bullying behaviour could appear online and how someone can get support. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). I can explain how to block abusive users. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	To describe common systems that regulate age-related content. *(Health and Wellbeing)* To recognise and discuss the pressures of technology and how someone could manage this. *(Health and Wellbeing)* To assess and action different strategies to limit the impact of technology on health. *(Health and Wellbeing)*

Strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Summer 1 **Managing Online Information**	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	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 what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	I can demonstrate how to use key phrases in search engines to gather accurate information online. (Include in cross curricular research lessons?) I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). 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. I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). LINK TO TEACH COMPUTING – SYSTEMS AND NETWORKS THE INTERNET	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). (SB planned lesson on Influencer marketing and advertising) LINK TO TEACH COMPUTING – SYSTEMS AND SEARCHING	Units condensed in year to accommodate SATS
Summer 2 **Privacy and Security**	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names) I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can explain how passwords can be used to protect information, accounts and devices. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe strategies for keeping personal information private, depending on context.	I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. 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).	**AFTER SATS:** I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. (ONLINE BULLYING) I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. (Managing online information) 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). (Privacy and security)

Online Safety, The 4 Cs:

Consent, Contact, Conduct and Contract (Commerce)

CORE	Content — Child engages with or is exposed to potentially harmful content	Contact — Child experiences or is targeted by potentially harmful *adult* contact	Conduct — Child witnesses, participates in or is a victim of potentially harmful *peer* conduct	Contract — Child is party to or exploited by potentially harmful contract
Aggressive	Violent, gory, graphic, racist, hateful or extremist information and communication	Harassment, stalking, hateful behaviour, unwanted or excessive surveillance	Bullying, hateful or hostile communication or peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, hacking, blackmail, security risks
Sexual	Pornography (harmful or illegal), sexualization of culture, oppressive body image norms	Sexual harassment, sexual grooming, sextortion, the generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messaging, adverse sexual pressures	Trafficking for purposes of sexual exploitation, streaming (paid-for) child sexual abuse
Values	Mis/disinformation, age-inappropriate marketing or user-generated content	Ideological persuasion or manipulation, radicalisation and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, adverse peer pressures	Gambling, filter bubbles, micro-targeting, dark patterns shaping persuasion or purchase
Cross-cutting	**Privacy violations** (interpersonal, institutional, commercial) **Physical and mental health risks** (e.g., sedentary lifestyle, excessive screen use, isolation, anxiety) **Inequalities and discrimination** (in/exclusion, exploiting vulnerability, algorithmic bias/predictive analytics)			