

Meadgate Primary School Progression of Skills

Online Safety

Knowledge Skills and Understanding	
EYFS	<ul style="list-style-type: none"> • Do they understand the difference between online and the real world? • Can they identify adults in their life who they trust? • Do they know how to ask for help if they have a problem online? • Do they understand about the joys and dangers of using the internet and how to stay safe while having fun online? • Do they understand what to do if they see something online that worries/upsets them? •
Online Safety (Year 1)	<ul style="list-style-type: none"> • Can they use a password to access the secure network? • Can they log in safely? • Can they understand the importance of logging out? • Do they know that websites sometimes include pop-ups that take them away from the main site? • Can they understand that some data can be shared and some should be private? • Can they understand that not everything is suitable to share and we should think carefully before putting things online? • Can they explain what might happen if they share a picture? • Can they identify the effect of people's actions online and consider ways of keeping themselves and others safe? • Can they recognise that they can be an 'upstander' by choosing not to join in? • Do they know that personal information should not be shared online? • Can they identify adults in their life who they trust and how to ask them for help if they have a problem online? • Can they follow the school's safer internet rules? • Can they recognise online or offline that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' / to someone who makes them feel sad, uncomfortable, embarrassed or upset. • Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? • Can they act if they find something inappropriate online, or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?
Online Safety (Year 2)	<ul style="list-style-type: none"> • Can they refine searches using the Search tool? • Can they use digital technology to share work on Purple Mash to communicate and connect with others locally? • Do they have some knowledge and understanding about sharing more globally on the Internet? • Can they use Email as a communication tool using 2Respond simulations? • Do they understand how we should talk to others in an online situation? • Can they open and send simple online communications in the form of email? • Can they understand the different methods of communication (e.g. email, online forums etc)? • Do they know you should only open email from a known source? • Do they understand that information put online leaves a digital footprint or tattoo? • Can they identify the steps that can be taken to keep personal data and hardware secure? • Can they use the search engines agreed by the school? • Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen;

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	<p>online reporting using school system etc)?</p> <ul style="list-style-type: none"> • Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? • Can they identify what personal information is and the importance of not sharing this? • Can they recognise different feelings and how their body might tell them something 'doesn't feel right'? • Can they identify adults in their life who they trust and how to ask them for help if they have a problem online? • Can they use the internet for learning and communicating with others, making choices when navigating through sites? • Do they know that websites sometimes include pop-ups that take them away from the main site? • Can they begin to evaluate websites and know that everything on the internet is not true? • Do they know that it is not always possible to copy some text and pictures from the internet?
<p>Online Safety (Year 3)</p>	<ul style="list-style-type: none"> • Do they know what makes a safe password? • Do they understand the need to keep personal information and passwords private? • Do they understand that if they make personal information available online it may be seen and used by others? • Do they know methods for keeping passwords safe? • Do they understand how the Internet can be used in effective communication? • Do they know the difference between online communication tools used in school and those used at home? • Do they understand how a blog can be used to communicate with a wider audience? • Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? • Can they use different search engines? • Can they find out about the meaning of age restrictions symbols on digital media and devices? • Do they know, and can they explain, how to use email safely? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Do they understand the need for rules to keep them safe when exchanging learning and ideas online? • Do they understand the need to keep personal information and passwords private? • Do they understand that if they make personal information available online it may be seen and used by others? • Do they know how to respond if asked for personal information or feel unsafe about content of a message? • Do they understand the need to develop an alias for some public online use? • Can they use strategies to verify information, e.g. cross-checking? • Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? • Do they understand that copyright exists on most digital images, video and recorded music? • Do they follow the school's safer internet rules? • Do they understand the need for rules to keep them safe when exchanging learning and ideas online? • Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? • Do they know how to report an incident of cyber bullying? • Can they demonstrate ways to build positive and healthy online relationships and friendships? • Can they describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy?

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	<ul style="list-style-type: none"> Can they identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online?
Online Safety (Year 4)	<ul style="list-style-type: none"> Do they understand how children can protect themselves from online identity theft? Do they understand that information put online leaves a digital footprint or trail and that this can aid identity theft? Can they identify the risks and benefits of installing software including apps? Do they understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism? Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? Can they identify appropriate behaviour when participating or contributing to collaborative online projects for learning? Can they identify the positive and negative influences of technology on health and the environment? Can they understand the importance of balancing game and screen time with other parts of their lives? Do they understand why some games are not appropriate for children to play? Can they identify some possible responses to pressure relating to computer games? Do they understand the purpose of computer game classification? Can they assess whether an information source is true and reliable? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? Can they use strategies to verify information, e.g. cross-checking? Do they understand that the outcome of internet searches at home may be different than at school? Can they identify signs of manipulative, pressurising or threatening behaviour online? Can they respond safely if they think someone is trying to manipulate, pressure or threaten them? Can they understand their rights online, and respect those of others? Can they take measures to control their privacy and digital footprint? Can they get help from an appropriate source if they need it?
Online Safety (Year 5)	<ul style="list-style-type: none"> Can they gain a greater understanding of the impact that sharing digital content can have? Do they understand the potential risk of providing personal information online? Do they understand the benefits of developing a 'nickname' for online use? Can they review sources of support when using technology and understand children's responsibility to one another in their online behaviour? Do they know how to report any suspicions and what to do if they discover something malicious or inappropriate? Do they understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this? Are they aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online? Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? Do they understand they should not publish other people's pictures or tag them on the internet without permission? Do they know that content put online is extremely difficult to remove? Do they know how to reference sources in their work? Can they search the Internet with a consideration for the reliability of the results of sources to check?

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	<ul style="list-style-type: none"> • Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? • Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Can they explain what it means to have a positive digital footprint, and why this is important? • Do they understand the potential risk of providing personal information online? • Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? • Can they explain things someone can do to build a positive digital footprint? • Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Can they describe ways to critically evaluate what we see on social media? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Can they explain how social media can mislead or misrepresent reality? • Can they identify different types of online scams people our age may experience, including 'phishing'? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Can they identify sources of support for someone who is worried about anything online? • Can they explain why it is important to keep personal information private online? • Do they understand the potential risk of providing personal information online? • Can they create strong passwords and manage them so that they remain strong? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Can they describe ways to keep personal information private online by using safety tools and privacy settings? • Can they describe how to find and ask for help if someone feels unsafe online? • Can they demonstrate ways to build positive and healthy online relationships and friendships? • Do they know what to do if they discover something malicious or inappropriate? • Do they understand that some messages may be malicious and know how to deal with this? • Can they describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy? • Can they identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online?
<p style="text-align: center;">Online Safety (Year 6)</p>	<ul style="list-style-type: none"> • Do they understand the potential risk of providing personal information online? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? • Can they identify benefits and risks of mobile devices broadcasting the location of the user/device?

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- Can they identify secure sites by looking for privacy seals of approval?
- Can they identify the benefits and risks of giving personal information?
- Do they recall the meaning of a digital footprint/tattoo?
- Do they have a clear idea of appropriate online behaviour?
- Can they begin to understand how information online can persist?
- Can they understand the importance of balancing game and screen time with other parts of their lives?
- Can they identify the positive and negative influences of technology on health and the environment?
- Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?
- Can they competently use the internet as a search tool?
- Can they make safe choices about use of technology?
- Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
- Do they understand that it is possible to spend real money through a smartphone?
- Can they identify situations that will cost real money and those that will not?
- Do they understand what to do in these situations and where to get help and advice

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Knowledge Skills and Understanding	
Drawing (Year 1)	
Drawing (Year 2)	
Drawing (Year 3)	
Drawing (Year 4)	
Drawing (Year 5)	
Drawing (Year 6)	

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Knowledge Skills and Understanding	
Painting (Year 1)	
Painting (Year 2)	
Painting (Year 3)	
Painting (Year 4)	
Painting (Year 5)	
Painting (Year 6)	

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Knowledge Skills and Understanding	
Printing (Year 1)	
Printing (Year 2)	
Printing (Year 3)	
Printing (Year 4)	
Printing (Year 5)	
Printing (Year 6)	

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Knowledge Skills and Understanding	
Textiles (Year 1)	
Textiles (Year 2)	
Textiles (Year 3)	
Textiles (Year 4)	
Textiles (Year 5)	
Textiles (Year 6)	

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Knowledge Skills and Understanding	
Collage (Year 1)	
Collage (Year 2)	
Collage (Year 3)	
Collage (Year 4)	
Collage (Year 5)	
3D (Year 6)	

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Collage (Year 6)	
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Knowledge Skills and Understanding	
Use of IT (Year 1)	
Use of IT (Year 2)	
Use of IT (Year 3)	
Use of IT (Year 4)	
Use of IT (Year 5)	
Use of IT (Year 6)	

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Knowledge Skills and Understanding	
Sketchbooks (Year 1)	<ul style="list-style-type: none"> Can they use a sketchbook effectively to develop ideas?
Sketchbooks (Year 2)	
Sketchbooks (Year 3)	
Sketchbooks (Year 4)	
Sketchbooks (Year 5)	
Sketchbooks (Year 6)	