Digital Literacy – Online Safety Project Evolve Progression of Skills Larkfields Infant School

Strand	Reception	Year 1	Year 2
Self-image and identity	• I can 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. • I can explain how this could be either in real life or online.	• I can recognise that there may be people online who could make me 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.	• I can explain how other people's identity online can be different to their identity in real life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.
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 use the internet with adult support to communicate with people I know. • I can explain why it is important to be considerate and kind to people online.	• I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). • I can give examples of how I might use technology to communicate with others I don't know well.

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 explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online.
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 give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline.
Managing Online Information	• I can talk about how I can use the internet to find things out. • I can identify devices I could use to access information on the internet.	• I can give simple examples of how to find information (e.g. search engine, voice activated searching). • I can use the internet to find things out. • I can use simple keywords in search engines • I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.	• I can use keywords in search engines. • 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 (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be true.

Health, well-being and lifestyle	• I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can give some simple examples.	• I can explain rules to keep us safe when we are using technology both in and beyond the home. • I can give examples of some of these rules.	• I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me.
Privacy and Security	• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • I can describe the people I can trust and can share this with; I can explain why I can trust them.	• I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). • I can explain why I should always ask a trusted adult before I share any information about myself online. • I can explain how passwords can be used to protect information and devices.	•I can explain how passwords can be used to protect information, accounts and devices. •I can explain and give examples of what is meant by 'private' and 'keeping things private'. •I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). •I can explain how some people may have devices in their homes connected to the internet and give some examples (e.g. lights, fridges, toys, televisions).
Copyright and Ownership	• I know that work I create belongs to me. • I can name my work so that others know it belongs to me.	• I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). • I can save my work so that others know it belongs to me (e.g. filename, name on content). •I understand that work created by others does not belong to me even if I save a copy.	• I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.