ELT Skills progression document for KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			E-Safety				
Use technology safely and respectfully.	Using the equipment safely – computing rules and the importance of them. Where to use the iPad and how to hold it correctly.	The child can keep themselves safe while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the **web** and that they should close the lid of a laptop (or similar action) if they find inappropriate images.	The child can keep safe and show respect to others while using digital technology. The child should know that they need to keep themselves safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the **web** and that they should close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement. They should observe age	The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should show respect for others when filming and should not normally post videos online. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.	The child can demonstrate that they can act responsibly when using computers. The child can act responsibly when using computers. E.g. They should act responsibly when developing computer games or prototype products. They should behave responsibly when using sampled music or creating a composition. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions.	The child can demonstrate that they can act responsibly when using the internet. The child can act responsibly when using the internet. E.g. They should act responsibly when participating in an online community, such as the Scratch community, if permitted to do so. They should demonstrate that they understand the importance of **encrypted** (**HTTPS**) connections when browsing the **web** and of using strong passwords to protect their identity online. They should act responsibly when creating, editing or commenting on web pages or blog posts.	The child can show that they can think through the consequences of their actions when using digital technology. The child can discuss likely and potential consequences of their actions when using digital technology in a range of contexts. Contexts might include developing smartphone apps; using online project management tools; collecting information for market research; posting original content online

			restrictions on computer games.				
Keeping personal information private. **Recognise acceptable/unacceptable behaviour.**	Explore traditional tales with moral dilemmas e.g. Little red riding hood, Goldilocks , Jack and the Beanstalk etc. – circle time discussion of right and wrong choices in the stories.	The child can understand that information on the internet can be seen by others. The child should be aware that information stored on the **web** or transmitted via the internet is available to other people. E.g. They should know that the images they find online can be found by others too, and that the queries they type in can be seen by those who run the search engine they use and the school's **network**.	The child can understand what to do if they have concerns about content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens and be aware that they could talk to another trusted adult or to ChildLine about this.	The child can recognise unacceptable behaviour when using digital technology. The child can identify what would be unacceptable or inappropriate behaviour when using digital technology in a range of contexts. E.g. They should know what would be unacceptable when using online communities, such as the Scratch website, or when shooting or publishing video.	The child can understand the difference between acceptable and unacceptable behaviours when using digital technology. The child can discuss the difference between acceptable and unacceptable behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; the use of others' original content, such as music samples or web pages; wikis, including Wikipedia	The child can discuss the consequences of particular behaviours when using digital technology. The child can discuss the likely or possible consequences of particular behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; using cryptography and passwords; creating websites or writing blog posts.	The child can identify principles underpinning acceptable use of digital technologies. The child can identify some principles underpinning acceptable behaviour when using technologies in a range of contexts. Contexts could include smartphone or tablet use; the use of online project management tools; online surveys and recording of interviews; creating and sharing digital content.
Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	ELG- To explain understanding of Digi duck or Smarties the penguin stories	The child can understand what to do if they see disturbing content online at home or at school.	The child can understand what to do if they have concerns about content or contact online.	Know who to talk to about concerns and inappropriate behaviour in school.	Know who to talk to about concerns and inappropriate behaviour at home or in school.	Know how to report concerns and inappropriate behaviour in a range of contexts.	Know how to report concerns and inappropriate behaviour in a range of contexts.

	through recording of a sentence.	The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. They should know to tell their teacher or their parents if this happens.	The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens and be aware that they could talk to another trusted adult or to ChildLine about this.	Pupils should know to report inappropriate behaviour when using technology in school to their teacher or another trusted adult, and that they can discuss any concerns they have about technology at home with their parents or teacher.	Pupils should know to report inappropriate behaviour when using technology in school to their teacher, the **IT lead** or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. They should also know that any concerns over, or inappropriate behaviour with, digital technology at home can be discussed with their parents, with you or with another trusted adult.	Pupils should know how to report inappropriate behaviour when using technology in school: preferably this will be to their teacher or another trusted adult. They should know how to report any concerns over inappropriate behaviour, such as cyber bullying with digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police.	Pupils should know how to report inappropriate behaviour when using technology in school: preferably this will be to their teacher or another trusted adult. They should know how to report any concerns over inappropriate behaviour, such as cyber bullying with digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police.
Recognise common uses of information technology beyond school.		The child can show an awareness of how IT is used for communication beyond school.	The child can show an awareness of how IT is used for a range of purposes beyond school.	The child can decide whether a web page is relevant for a given	The child can decide whether digital content is relevant for a given	The child can decide whether digital content is reliable and unbiased.	The child can form an opinion about the effectiveness of digital content.

| Be discerning about evaluating digital content. | | The child can mention some of the ways in which IT is used to communicate beyond school. E.g. They might know that some people use social media such as Facebook, email, video calls or online greetings to say happy birthday to their friends | The child can name a number of purposes for which IT is used beyond school. The child might know that adults can share work and discuss ideas in online communities; that photos can be taken, edited and shared easily using digital technology; that the **web** is made up of information shared by people and organisations; that people use email for a range of purposes and in a variety of contexts; that scientists use computers when collecting and analysing **data**. | purpose or question.

The child can form a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a given purpose. | purpose or question.

The child can form a judgement about whether a web page, such as a Wikipedia article, or other digital content is appropriate for finding out the answer to a question they have or for a given purpose | The child can discuss whether particular content (such as a web page, other children's pages or blog posts) is reliable and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content. | Taking into account the intended audience and purpose of the content, the child can form a judgement as to, and provide reasons for, the extent to which they consider digital content to be effective. The content might be an app, media resources or marketing materials. |

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