	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Digital Literacy** https://projectevolve.co.uk/ • Managing online information • Health, wellbeing and lifestyle	**Digital Literacy** https://projectevolve.co.uk/ • Online Relationships –	**Digital Literacy** https://projectevolve.co.uk/ • Online Bullying • Privacy and Security	**Digital Literacy** https://projectevolve.co.uk/ Online Reputation	**Digital Literacy** https://projectevolve.co.uk/ • Self Image & Identity	**Digital Literacy** https://projectevolve.co.uk/ • Copyright & Ownership
Year 4	**Digital Literacy** https://projectevolve.co.uk/ • Managing online information • Health, wellbeing and lifestyle	**Digital Literacy** https://projectevolve.co.uk/ • Online Relationships –	**Digital Literacy** https://projectevolve.co.uk/ • Online Bullying • Privacy and Security	**Digital Literacy** https://projectevolve.co.uk/ Online Reputation	**Digital Literacy** https://projectevolve.co.uk/ • Self Image & Identity	**Digital Literacy** https://projectevolve.co.uk/ • Copyright & Ownership
Year 5	**Digital Literacy** https://projectevolve.co.uk/ • Managing online information • Health, wellbeing and lifestyle	**Digital Literacy** https://projectevolve.co.uk/ • Online Relationships –	**Digital Literacy** https://projectevolve.co.uk/ • Online Bullying • Privacy and Security	**Digital Literacy** https://projectevolve.co.uk/ Online Reputation	**Digital Literacy** https://projectevolve.co.uk/ • Self Image & Identity	**Digital Literacy** https://projectevolve.co.uk/ • Copyright & Ownership
Year 6	**Digital Literacy** https://projectevolve.co.uk/ • Managing online information • Health, wellbeing and lifestyle	**Digital Literacy** https://projectevolve.co.uk/ • Online Relationships –	**Digital Literacy** https://projectevolve.co.uk/ • Online Bullying • Privacy and Security	**Digital Literacy** https://projectevolve.co.uk/ Online Reputation	**Digital Literacy** https://projectevolve.co.uk/ • Self Image & Identity	**Digital Literacy** https://projectevolve.co.uk/ • Copyright & Ownership

Aut 1 • Managing online information • Health, wellbeing and lifestyle	Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion.	I can explain how the internet can be used to sell and buy things	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 and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable
Year 4	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 explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
Year 5	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engines. I can explain how some technology can limit the information I am presented with	I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by	I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may	I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

		vloggers, content creators, influencers). I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads	influence how people think about others.	I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.	I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
Year 6	I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively.	I can describe how some online information can be opinion and can offer examples. I understand the concept of persuasive design and how it can be used to influences peoples' choices.	I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important	I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I can identify, flag and report inappropriate content.	I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

Aut 2 Online Relationships	Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	I can describe ways people who have similar likes and interests can get together online	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	I can explain how someone's feelings can be hurt by what is said or written online.
Year 4	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms	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 how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs
Year 5	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	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).	I can demonstrate how to support others (including those who are having difficulties) online.	Re-cap
Year 6	I can explain how sharing something online may have an impact either positively or negatively	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	Re-cap

Spring 1 • Online Bullying • Privacy and Security	Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	I can describe appropriate ways to behave towards other people online and why this is important.	I can give examples of how bullying behaviour could appear online and how someone can get support.	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 describe how connected devices can collect and share anyone's information with others.
Year 4	I can recognise when someone is upset, hurt or angry online.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can describe strategies for keeping personal information private, depending on context.	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	I know what the digital age of consent is and the impact this has on online services asking for consent.
Year 5	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 explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can explain how to block abusive users.	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 explain what app permissions are and can give some examples.
Year 6	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	I can explain how someone would report online bullying in different contexts.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	I can describe ways in which some online content targets people to gain money or information illegally; I can describe	I can describe how and why people should keep their software and apps up to date, e.g. auto updates

			I can explain what to do if a password is shared, lost or stolen.	strategies to help me identify such content (e.g. scams, phishing).	

Spring 2 Online Reputation	Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	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 who someone can ask if they are unsure about putting something online.
Year 4	I can describe how to find out information about others by searching online.		I can explain ways that some of the information about anyone online could have been created, copied or shared by others.		
Year 5	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		
Year 6	I can explain the ways in which anyone can develop a positive online reputation.		I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.		

Summer 1 Self Image & Identity	Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	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 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.
Year 4	I can explain how my online identity can be different to my offline identity.		I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.		I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
Year 5	I can explain how identity online can be copied, modified or altered.				I can demonstrate how to make responsible choices about having an online identity, depending on context.
Year 6	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online		I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.		I can explain the importance of asking until I get the help needed.

Summer 2 Copyright & Ownership	Week 1	Week2	Week 3	Week 4	Week 5
Year 3	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.				
Year 4	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.	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.			
Year 5	I can assess and justify when it is acceptable to use the work of others	I can give examples of content that is permitted to be reused and know how this content can be found online.			
Year 6	I can demonstrate the use of search tools to find and access online content which can be reused by others.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.			