

Progression Framework – ICT



Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

The ICT curriculum is broken down into the following key areas;

- Information Technology
- Computer Science
- Digital Literacy

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn in all three areas and this should be clearly referenced in medium term plans.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Information Technology						
<p>IT.1.1 - Play on a touch screen game and use computers/keyboards/mouse in role play</p> <p>IT.1.2 - Type letters with increasing confidence using a keyboard and tablet.</p>	<p>IT.2.1 - Confidently type words quickly and correctly on a digital device.</p> <p>IT.2.2 - Use the space bar to make space and delete to delete letters/words</p> <p>IT.2.3 - Make a new line using enter/return</p>	<p>IT.3.1 - Use the space bar only once between words and use touch to navigate to words letter to edit</p> <p>IT.3.2 - Copy and paste images and text</p> <p>IT.3.3 - Use caps locks for capital letters.</p> <p>IT.3.4 - Add images alongside text in a word-processed document.</p>	<p>IT.4.1 - Use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l</p> <p>IT.4.2 - Edit the style and effect of text and images to make documents more engaging and eye-catching.</p> <p>IT.4.3 - For example, borders and shadows.</p> <p>IT.4.4 - Use cut, copy and paste to quickly duplicate and organise text.</p>	<p>IT.5.1 - Combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.</p> <p>IT.5.2 - Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text</p> <p>IT.5.3 - Use font sizes appropriately for audience and purpose.</p> <p>IT.5.2 - Use spell check and thesaurus including through Siri and other AI technology</p>	<p>IT.6.1 - Start to apply other useful effects to documents such as hyperlinks.</p> <p>IT.6.2 - Import sounds to accompany and enhance the text in a document.</p> <p>IT.6.3 - Organise and reorganise text on screen to suit a purpose</p>	<p>IT.7.1 - Confidently choose the best application to demonstrate learning.</p> <p>IT.7.2 - Format text to suit a purpose.</p> <p>IT.7.3 - Publish documents online regularly and discuss the audience and purpose of the content.</p>
Information Technology: Data Handling						
<p>DH.1.1 - Identify a chart. Sort physical objects</p> <p>DH.1.2 - Take a picture and discuss what they have done.</p> <p>DH.1.3 - Present simple data on a digital device.</p>	<p>DH.2.1 - Sort images or text into two or more categories on a digital device.</p> <p>DH.2.2 - Collect data on a topic.</p> <p>DH.2.3 - Create a tally chart and pictogram.</p>	<p>DH.3.1 - Sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software.</p> <p>DH.3.2 - Create a branching database using questions</p>	<p>DH.4.1 - Create own sorting diagram and complete a data handling activity with it using images and text.</p> <p>DH.4.2 - Start to input simple data into a spreadsheet.</p>	<p>DH.5.1 - Create own online multiple-choice questionnaire.</p> <p>DH.5.2 - Input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts.</p> <p>DH.5.3 - Understand how data is collected.</p>	<p>DH.6.1 - Create and publish own online questionnaire and analyse the results</p> <p>DH.6.2 - Use simple formulae to solve calculations including =sum and other statistical functions</p> <p>DH.6.3 - Edit and format different cells in a spreadsheet.</p>	<p>DH.7.1 - Write a spreadsheet formula to solve more challenging maths problems.</p> <p>DH.7.2 - Create and publish own online quiz with a range of media (images and video)</p>

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Information Technology: Presentation						
	<p>P.2.1 - Add labels to an image</p> <p>P.2.2 - Order images to create a simple storyboard.</p> <p>P.2.3 - Create a simple spider diagram.</p> <p>P.2.4 - Sequence a series of pictures to explain understanding of a topic</p>	<p>P.3.1 - Add voice labels to an image.</p> <p>P.3.2 - Add a voice recording to a storyboard.</p> <p>P.3.3 - Add speech bubbles to an image to show what a character thinks.</p> <p>P.3.4 - Import images to a project from the web and camera roll</p>	<p>P.4.1 - Create an interactive comic with sounds, formatted text and video.</p> <p>P.4.2 - Annotate an image with videos</p> <p>P.4.3 - Create a simple web page.</p> <p>P.4.4 - Create a simple digital timeline/mindmap</p>	<p>P.5.1 - Create an interactive quiz eBook introducing hyperlinks.</p> <p>P.5.2 - Create an eBook with text, images and sound.</p> <p>P.5.3 - Create a presentation demonstrating understanding with a range of media.</p> <p>P.5.4 - Create a digital timeline/mindmap and include different media - sound and video.</p>	<p>P.6.1 - Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365</p> <p>P.6.2 - Create and export an interactive presentation including a variety of media, animations, transitions and other effects.</p> <p>P.6.3 - Create an interactive guide to an image by embedding digital content and publishing it online.</p> <p>P.6.4 - Create a webpage and embed video.</p>	<p>P.7.1 - Create a web site which includes a variety of media.</p> <p>P.7.2 - Design an app prototype that links multimedia pages together with hyperlinks.</p> <p>P.7.3 - Choose applications to communicate to a specific audience.</p> <p>P.7.4 - Evaluate my own content and consider ways to improvements.</p>

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Computer Science: Computational Thinking						
<p>CT.1.1 - Follow simple oral algorithms</p> <p>CT.1.2 - Spot simple patterns</p> <p>CT.1.3 - Sequence simple familiar tasks</p>	<p>CT.2.1 - Understand what algorithms are</p> <p>CT.2.2 - Write simple algorithms</p> <p>CT.2.3 - Understand the sequence of algorithms is important</p> <p>CT.2.4 - Debug simple algorithms</p> <p>CT.2.5 - Understand that algorithms are implemented as programs on digital devices</p>	<p>CT.3.1 - Write algorithms for everyday tasks</p> <p>CT.3.2 - Use logical reasoning to predict the outcome of algorithms</p> <p>CT.3.3 - Understand decomposition is breaking objects/processes down</p> <p>CT.3.4 - Implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino)</p> <p>Debug algorithms</p>	<p>CT.4.1 - Create algorithms for use when programming</p> <p>CT.4.2 - Decompose tasks (such as animations) into separate steps to create an algorithm</p> <p>CT.4.3 - Understand abstraction is focusing on important information</p> <p>CT.4.4 - Identify patterns in an algorithm</p> <p>CT.4.5 - Use repetition in algorithms</p>	<p>CT.5.1 - Use abstraction to focus on what's important in my design</p> <p>CT.5.2 - Write increasingly more precise algorithms for use when programming.</p> <p>CT.5.3 - Use simple selection in algorithms</p> <p>CT.5.4 - Use logical reasoning to detect and correct errors in programs</p>	<p>CT.6.1 - Solve problems by decomposing them into smaller parts</p> <p>CT.6.2 - Use selection in algorithms</p> <p>CT.6.3 - Recognise the need for conditions in repetition within algorithms</p> <p>CT.6.4 - Use logical reasoning to explain how a variety of algorithms work</p> <p>CT.6.5 - Use logical reasoning to detect and correct errors in algorithms</p> <p>CT.6.6 - Evaluate my work and identify errors</p>	<p>CT.7.1 - Recognise, and make use, of patterns across programming projects</p> <p>CT.7.2 - Write precise algorithms for use when programming Identify variables needed and their use in selection and repetition</p> <p>CT.7.3 - Decompose code into sections for effective debugging</p> <p>CT.7.4 - Critically evaluate my work and suggest improvements</p>
Computer Science: Coding and Programming						
<p>CP.1.1 - Use a mouse, touch screen or appropriate access device to target and select options on screen</p> <p>CP.1.2 - Input a simple sequence of commands to control a digital device with support (Bee Bot)</p>	<p>CP.2.1 - Create a simple program e.g. sequence of instructions for a Bee Bot</p> <p>CP.2.2 - Use sequence in programs Locate and fix bugs in my program</p>	<p>CP.3.1 - Understand programs execute by following precise and unambiguous instructions</p> <p>CP.3.2 - Create programs on a variety of digital devices</p> <p>CP.3.3 - Debug programs of increasing complexity</p> <p>CP.3.4 - Use logical reasoning to predict the outcome of simple programs</p>	<p>CP.4.1 - Design and create programs</p> <p>CP.4.2 - Write programs that accomplish specific goals</p> <p>CP.4.3 - Use repetition in programs</p> <p>CP.4.4 - Work with various forms of input</p>	<p>CP.5.1 - Use simple selection in programs</p> <p>CP.5.2 - Work with various forms of output</p> <p>CP.5.3 - Use logical reasoning to systematically detect and correct errors in programs</p> <p>CP.5.4 - Work with various forms of output</p>	<p>CP.6.1 - Create programs by decomposing them into smaller parts</p> <p>CP.6.2 - Use selection in programs</p> <p>CP.6.3 - Use conditions in repetition commands</p> <p>CP.6.4 - Work with variables</p> <p>CP.6.5 - Create programs that control or simulate physical systems</p> <p>CP.6.6 - Evaluate own work and identify errors</p>	<p>CP.7.1 - Use a range of sequence, selection and repetition commands combined with variables as required to implement my design</p> <p>CP.7.2 - Create procedures to hide complexity in programs</p> <p>CP.7.3 - Identify and write generic code for use across multiple projects</p> <p>CP.7.4 - Critically evaluate own work and suggest improvements</p>

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Digital Literacy: Self Image & Identity						
<p>SII.1.1 - Recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes them feel sad, embarrassed, or upset.</p> <p>SII.1.2 - Explain how this could be either in real life or online.</p>	<p>SII.2.1 - Recognise that there may be people online who could make them feel sad, embarrassed, or upset.</p> <p>SII.2.2 - If something happens that makes them feel sad, worried, uncomfortable or frightened they can give examples of when and how to speak to an adult they can trust.</p>	<p>SII.3.1 - Explain how other people's identity online can be different to their identity in real life.</p> <p>SII.3.2 - Describe ways in which people might make themselves look different online.</p> <p>SII.3.3 - Give examples of issues online that might make them feel sad, worried, uncomfortable or frightened</p> <p>SII.3.4 - Give examples of how they might get help.</p>	<p>SII.4.1 - Explain what is meant by the term 'identity'.</p> <p>SII.4.2 - Explain how I can represent myself in different ways online.</p> <p>SII.4.3 - Explain ways in which and why they might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media).</p>	<p>SII.5.1 - Explain how my online identity can be different to the identity they present in 'real life'</p> <p>SII.5.2 - Knowing this, they can describe the right decisions about how they interact with others and how others perceive them.</p>	<p>SII.6.1 - Explain how identity online can be copied, modified or altered.</p> <p>SII.6.2 - Demonstrate responsible choices about their online identity, depending on context.</p>	<p>SII.7.1 - Describe ways in which media can shape ideas about gender.</p> <p>SII.7.2 - Identify messages about gender roles and make judgements based on them.</p> <p>SII.7.3 - Challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>SII.7.4 - Describe issues online that might make them or others feel sad, worried, uncomfortable or frightened.</p> <p>SII.7.5 - Know and give examples of how they might get help, both on and offline.</p> <p>SII.7.6 - Explain why they should keep asking until they get the help they need.</p>

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Digital Literacy: Online Relationships						
<p>ORL.1.1 - Recognise some ways in which the internet can be used to communicate.</p> <p>ORL.1.2 - Give examples of how they (might) use technology to communicate with people they know.</p>	<p>ORL.2.1 - Use the internet with adult support to communicate with people they know.</p> <p>ORL.2.2 - Explain why it is important to be considerate and kind to people online.</p>	<p>ORL.3.1 - Use the internet to communicate with people they don't know well (e.g. email a pen pal in another school/ country).</p> <p>ORL.3.2 - Give examples of how they might use technology to communicate with others they don't know well.</p>	<p>ORL.4.1 - Describe ways people who have similar likes and interests can get together online.</p> <p>ORL.4.2 - Give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>ORL.4.3 - Explain some risks of communicating online with others they don't know well.</p> <p>ORL.4.4 - Explain how their and other people's feelings can be hurt by what is said or written online.</p> <p>ORL.4.5 - Explain why they should be careful who they trust online and what information they can trust them with.</p> <p>ORL.4.6 - Explain why they can take back their trust in someone or something if they feel nervous, uncomfortable or worried.</p> <p>ORL.4.7 - Explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>ORL.4.8 - Explain what is meant by 'trusting someone online'. Explain why this is different from 'liking someone online'.</p>	<p>ORL.5.1 - Describe strategies for safe and fun experiences in a range of online social environments</p> <p>ORL.5.2 - Give examples of how to be respectful to others online.</p>	<p>ORL.6.1 - Explain that there are some people they communicate with online who may want to do me or my friends harm.</p> <p>ORL.6.2 - Recognise that this is not their fault. Make positive contributions and be part of online communities.</p> <p>ORL.6.3 - Describe some of the communities in which they are involved and describe how they collaborate with others positively.</p>	<p>ORL.7.1 - Understand their responsibilities for the well-being of others in their online social group.</p> <p>ORL.7.2 - Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>ORL.7.3 - Demonstrate how they would support others (including those who are having difficulties) online.</p> <p>ORL.7.4 - Demonstrate ways of reporting problems online for both themselves and their friends.</p>

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Digital Literacy: Online Reputation						
	<p>ORP.2.1 - Recognise that information can stay online and could be copied.</p> <p>ORP.2.2 - Describe what information they should not put online without asking a trusted adult first</p>	<p>ORP.3.1 - Explain how information put online about them can last for a long time.</p> <p>ORP.3.2 - Know who to talk to if they think someone has made a mistake about putting something online.</p>	<p>ORP.4.1 - Search for information about themselves online.</p> <p>ORP.4.2 - Recognise that they need to be careful before they share anything about themselves or others online.</p> <p>ORP.4.3 - Know who they should ask if they are not sure if they should put something online.</p>	<p>ORP.5.1 - Describe how others can find out information about them by looking online.</p> <p>ORP.5.2 - Explain ways that some of the information about them online could have been created, copied or shared by others.</p>	<p>ORP.6.1 - Search for information about an individual online and create a summary report of the information they find.</p> <p>ORP.6.2 - Describe ways that information about people online can be used by others to make judgments about an individual.</p>	<p>ORP.7.1 - Explain how they are developing an online reputation which will allow other people to form an opinion of them.</p> <p>ORP.7.2 - Describe some simple ways that help build a positive online reputation</p>
Digital Literacy: Online Bullying						
<p>OB.1.1 - Describe ways that some people can be unkind online.</p> <p>OB.1.2 - Offer examples of how this can make others feel.</p>	<p>OB.2 - Describe how to behave online in ways that do not upset others and can give examples.</p>	<p>OB.3.1 - Give examples of bullying behaviour and how it could look online.</p> <p>OB.3.2 - Understand how bullying can make someone feel.</p> <p>OB.3.3 - Talk about how someone can/would get help about being bullied online or offline.</p>	<p>OB.4.1 - Explain what bullying is and describe how people may bully others.</p> <p>OB.4.2 - Describe rules about how to behave online and how they follow them.</p>	<p>OB.5.1 - Identify some online technologies where bullying might take place.</p> <p>OB.5.2 - Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>OB.5.3 - Explain why they 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).</p>	<p>OB.6.1 - Recognise when someone is upset, hurt or angry online.</p> <p>OB.6.2 - Describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone.</p> <p>OB.6.3 - Explain how to block abusive users.</p> <p>OB.6.4 - Explain how they would report online bullying on the apps and platforms that they use.</p> <p>OB.6.5 - Describe the helpline services who can support them and what they would say and do if they needed their help (e.g. Childline).</p>	<p>OB.7.1 - I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>OB.7.2 - Identify a range of ways to report concerns both in school and at home about online bullying.</p>

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Digital Literacy: Managing Online Information						
<p>MOI1.1 - Talk about how they can use the internet to find things out.</p> <p>MOI.1.2 - Identify devices they could use to access information on the internet.</p> <p>MOI.1.3 - Give simple examples of how to find information (e.g. search engine, voice activated searching).</p>	<p>MOI.2.1 - Use the internet to find things out.</p> <p>MOI.2.2 - Use simple keywords in search engines</p> <p>MOI.2.3 - Describe and demonstrate how to get help from a trusted adult or helpline if they find content that makes them feel sad, uncomfortable or worried or frightened.</p>	<p>MOI.3.1 - Use keywords in search engines.</p> <p>MOI.3.2 - Demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>MOI.3.3 - Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>MOI.3.4 - Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>MOI.3.5 - Explain why some information they find online may not be true.</p>	<p>MOI.4.1 - Use key phrases in search engines.</p> <p>MOI.4.2 - Explain what autocomplete is and how to choose the best suggestion.</p> <p>MOI.4.3 - Explain how the internet can be used to sell and buy things</p> <p>MOI.4.4 - Explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>MOI.5.1 - Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>MOI.5.2 - Understand what criteria have to be met before something is a 'fact'.</p> <p>MOI.5.3 - Describe how they can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>MOI.5.4 - 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.</p> <p>MOI.5.5 - Explain that some people they 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>MOI.5.6 - Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p>	<p>MOI.6.1 - Use different search technologies. Evaluate digital content and can explain how they make choices from search results.</p> <p>MOI.6.2 - Explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p> <p>MOI.6.3 - Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>MOI.6.4 - Explain what is meant by 'being sceptical'.</p> <p>MOI.6.5 - Give examples of when and why it is important to be 'sceptical'.</p> <p>MOI.6.6 - Explain what is meant by a 'hoax'.</p> <p>MOI.6.7 - Explain why they need to think carefully before they forward anything online.</p> <p>MOI.6.8 - Explain why some information they find online may not be honest, accurate or legal.</p> <p>MOI.6.9 - Explain why information that is on a large number of sites may still be inaccurate or untrue.</p> <p>MOI.6.10 - Assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p>	<p>MOI.7.1 - Use search technologies effectively.</p> <p>MOI.7.2 - Explain how search engines work and how results are selected and ranked.</p> <p>MOI.7.3 - Demonstrate the strategies they would apply to be discerning in evaluating digital content.</p> <p>MOI.7.4 - Describe how some online information can be opinion and can offer examples.</p> <p>MOI.7.5 - Explain how and why some people may present 'opinions' as 'facts'.</p> <p>MOI.7.5 - Define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online (e.g. advertising and 'ad targeting').</p> <p>MOI.7.6 - Demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and they can explain why using these strategies are important.</p> <p>MOI.7.7 - Identify, flag and report inappropriate content.</p>

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Digital Literacy: Health, Wellbeing and Lifestyle						
<p>HWL.1.1 - Identify rules that help keep them safe and healthy in and beyond the home when using technology.</p> <p>HWL.1.2 - Give some simple examples.</p>	<p>HWL.2.1 - Explain rules to keep them safe when they are using technology both in and beyond the home.</p> <p>HWL.2.2 - Give examples of some of these rules.</p>	<p>HWL.3.1 - Explain simple guidance for using technology in different environments and settings.</p> <p>HWL.3.2 - Say how those rules/guides can help them</p>	<p>HWL.4.1 - Explain why spending too much time using technology can sometimes have a negative impact on them</p> <p>HWL.4.2 - Give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p>	<p>HWL.5.1 - Explain how using technology can distract them from other things they might do or should be doing.</p> <p>HWL.5.2 - Identify times or situations when they might need to limit the amount of time that they use technology.</p> <p>HWL.5.3 - Suggest strategies to help them limit this time.</p>	<p>HWL.6.1 - Describe ways technology can affect healthy sleep and can describe some of the issues.</p> <p>HWL.6.2 - Describe some strategies, tips or advice to promote healthy sleep with regards to technology</p>	<p>HWL.7.1 - Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>HWL.7.2 - Assess and action different strategies to limit the impact of technology on their health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>HWL.7.3 - Explain the importance of self-regulating their use of technology</p> <p>HWL.7.4 - Demonstrate the strategies they use to do this (e.g. monitoring their time online, avoiding accidents).</p>

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Digital Literacy: Privacy & Security						
<p>PS.1.1 - Identify some simple examples of their personal information (e.g. name, address, birthday, age, location).</p> <p>PS.1.2 - Describe the people they can trust and can share this with</p> <p>PS.1.3 - Explain why they can trust them.</p>	<p>PS.2.1 - Recognise more detailed examples of information that is personal to them (e.g. where they live, my family's names, where they go to school).</p> <p>PS.2.2 - Explain why they should always ask a trusted adult before they share any information about themselves online.</p> <p>PS.2.3 - Explain how passwords can be used to protect information and devices.</p>	<p>PS.3.1 - Describe why other people's work belongs to them.</p> <p>PS.3.2 - Recognise that content on the internet may belong to other people.</p>	<p>PS.4.1 - Give reasons why they should only share information with people they choose to and can trust.</p> <p>PS.4.2 - Explain that if they are not sure or they feel pressured, they should ask a trusted adult.</p> <p>PS.4.3 - Understand and can give reasons why passwords are important.</p> <p>PS.4.4 - Describe simple strategies for creating and keeping passwords private.</p> <p>PS.4.5 - Describe how connected devices can collect and share their information with others.</p>	<p>PS.5.1 - Explain what a strong password is.</p> <p>PS.5.2 - Describe strategies for keeping their personal information private, depending on context.</p> <p>PS.5.3 - Explain that others online can pretend to be them or other people, including their friends</p> <p>PS.5.4 - Suggest reasons why they might do this</p> <p>PS.5.5 - Explain how internet use can be monitored</p>	<p>PS.6.1 - Create and use strong and secure passwords.</p> <p>PS.6.2 - Explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>PS.6.3 - Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why they should seek permission from a trusted adult before purchasing.</p>	<p>PS.7.1 - Use different passwords for a range of online services.</p> <p>PS.7.2 - Describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>PS.7.3 - Know what to do if their password is lost or stolen. Explain what app permissions are and can give some examples from the technology or services they use.</p> <p>PS.7.4 - Describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>PS.7.5 - Describe ways in which some online content targets people to gain money or information illegally.</p> <p>PS.7.6 - Describe strategies to help them identify such content (e.g. scams, phishing)</p>