Self-Image and Identity

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• 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.	Project evolve Twink
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• 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.	Project evolve Twink
2		• I can recognise that there may be people online who could make me feel sad, embarrassed or upset. • I can describe ways in which people might make themselves look different online.	Project evolve Twinkl
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can explain how I can represent myself in different ways 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.	Project evolve Twinkl
4		•I can explain what is meant by the term 'identity'. • I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).	Project evolve Twinkl
5		•I can explain how my online identity can be different to the identity I present in 'real life' •Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.	Project evolve Twinkl
6		• I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context.	Project evolve Twinkl

Online Relationships

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• 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.	Project evolve Twinkl
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• 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.	Project evolve Twinkl
2		•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.	Project evolve Twinkl
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology-specific forms of communication (e.g. • emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don't know well. • I can explain how my and other people's feelings can be hurt by what is said or written online. • I can explain why I should be careful who I trust online and what information I can trust them with.	Project evolve Twinkl
4		• I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. • I can explain what is meant • by 'trusting someone online'. • I can explain why this is different from 'liking someone online	Project evolve Twinkl
5		• I can describe strategies for safe and fun experiences in a range of online social environments • I can give examples of how to be respectful to others online.	Project evolve Twinkl
6		• 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 make positive contributions and be part of online communities. • I can describe some of the communities in which I am involved and describe how I collaborate with others positively.	Project evolve Twinkl

Online Reputation

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I can identify ways that I can put information on the internet	Project evolve Twink
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• 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	Project evolve Twink
2		• 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	Project evolve Twink
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can search for information about myself online. • I can recognise I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online.	Project evolve Twink
4		• I can describe how others can find out information about me by looking online. • I can explain ways that some of the information about me online could have been created, copied or shared by others	Project evolve Twink
5		• I can describe ways that information about people online can be used by others to make judgments about an individual.	Project evolve Twink
6		• I can search for information about an individual online and create a summary report of the information I find.	Project evolve Twink

Online Bullying

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel	Project evolve Twink
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• I can describe how to behave online in ways that do not upset others and can give examples.	Project evolve Twink
2		• 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.	Project evolve Twink
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them.	Project evolve Twink
4		• I can identify some online technologies where bullying might take place. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).	Project evolve Twink
5		• I can recognise when someone is upset, hurt or angry online. • I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. • I can explain how to block abusive users.	Project evolve Twink
6		• I can suggest ways in which people could deal with cyberbullying. • I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline) • I can explain how I would report online bullying on the apps and platforms that I use.	Project evolve Twink

Managing Online Information

Year	NC Objectives	Skills/Knowledge	Apps/Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• 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).	Project evolve Twink
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• 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.	Project evolve Twink
2		• 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.	Project evolve Twink
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can use key phrases in search engines. • 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'.	Project evolve Twinkl
4		• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. • I can describe how I can search for information within a wide group of technologies (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 that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. • I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	Project evolve Twinkl
5		• I can use different search technologies. • I can evaluate digital content and can explain how I make choices from search results. • I can explain key concepts including data, information, fact, opinion belief, true, false, valid, reliable and evidence. • I understand the difference between online misinformation (inaccurate information distributed by accident) and disinformation (inaccurate information deliberately distributed and intended to mislead).	Project evolve Twinkl
6		• I can explain what is meant by 'being sceptical'. • I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'. • I can explain why I need to think carefully before I forward anything online. • I can explain why some information I find online may not be honest, accurate or legal. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose)	Project evolve Twink

Health, Wellbeing and Life Style

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• 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.	Project evolve Twink
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• 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.	Project evolve Twink
2		• I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me.	Project evolve Twink
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, • videos).	Project evolve Twink
4		• I can explain how using technology can distract me from other things I might do or should be doing. • I can identify times or situations when I might need to limit the amount of time I use technology.	Project evolve Twink
5		• I can suggest strategies to help me limit this time • I can describe ways technology can affect healthy sleep and can describe some of the issues.	Project evolve Twink
6		• I can describe some strategies, tips or advice to promote healthy sleep with regards to technology • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	Project evolve Twink

Privacy and Security

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• 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.	Project evolve Twink
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• 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 device	Project evolve Twink
2		•I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people	Project evolve Twink
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can give reasons why I should only share information with people I choose to and can trust. • I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. • I understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with other.	Project evolve Twink
4		• I can explain what a strong password is. • I can describe strategies for keeping my personal information private, depending on context. • I can explain that others online can pretend to be me or other people, including my friends • I can suggest reasons why they might do this.	Project evolve Twink
5		• I can explain how internet use can be monitored. • I can create and use strong and secure passwords. • I am aware that many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	Project evolve Twink
6		• I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing • I can 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.	Project evolve Twink

Copyright and Ownership

Year	NC Objectives	Skills/Knowledge	Apps and Links
EYFS	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	• I know that work I create belongs to me. • I can name my work so that others know it belongs to me.	Project evolve Twink
1	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.	• 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').	Project evolve Twink
2		• I can save my work so that others know it belongs to me (e.g. filename, name on content).	Project evolve Twink
3	Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.	Project evolve Twink
4		• I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be.	Project evolve Twink
5		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	Project evolve Twink
6		• 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.	Project evolve Twink