

| Term | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|---|--|--|--|
| Strand | Online Relationships | Online Reputation | Managing Information Online | Health, wellbeing and lifestyle | Privacy and Security |
| Website | National Online Safety | Project Evolve | National Online Safety | Project Evolve | Project Evolve |
| LO | I can give examples of how someone might use technology to communicate with others. | I can identify ways that I can put information on the internet. | I can talk about how to use the internet as a way of finding information online. | I can explain rules to keep myself safe when using technology both in and beyond the home. | I can explain how passwords are used to protect information, accounts and devices. |
| Activity | Activity 1: Online friends | Click Here | Activity 1: Learning online | Click Here | Click Here |
| Lesson Plan | PAGE 13 | | PAGE 39 | | |
| Resources | Video | | Video | | |

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| Strand | Online Relationships | Online Reputation | Managing Information Online | Health, wellbeing and lifestyle | Privacy and Security | Copyright and Ownership |
| Website | National Online Safety | National Online Safety | Project Evolve | Project Evolve | Project Evolve | National Online Safety |
| LO | I can give examples of when I should ask permission to do something online and explain why this is important. | I can recognise that information can stay online and could be copied | I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. | I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. | I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. | I can explain why work I create using technology belongs to me |
| Activity | Activity 1: What does permission mean? | Activity 1: What should I not share online? | Click Here | Click Here | Click Here | Activity 1: I can recognise detailed pieces of personal information |
| Lesson Plan | PAGE 14 | PAGE 24 | | | | PAGE 64 |
| Resources | Activity 1 | | | | | Activity 1 |

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| LO | I can identify who can help me if something happens online without my consent. | I can explain how information put online about someone can last for a long time | I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons; links, tabs and sections.) | I can say how those rules / guides can help anyone accessing online technologies | I can explain and give examples of what is meant by 'private' and 'keeping things private' | I can recognise that content on the internet may belong to other people. |
| Activity | Activity 2: When to ask for permission to do something online Activity 3: Can I identify ... | Activity 2: How long does information stay online? Activity 1: Sharing information online | Activity 2: The main parts of a webpage. Activity 2: Using simple words in search engines Activity 3: Labelling the main parts of a webpage | Click Here | Activity 2: I can recognise detailed pieces of personal information Activity 1: Where might we find devices that connect to the internet in our homes? | Activity 2: If I have a copy of it, does it belong to me? |
| Lesson Plan | PAGE 15 and 16 | PAGE 25 and 26 | PAGE 41 and 42 | | PAGE 57 and 58 | PAGE 65 |
| Resources | Activity 2 | Activities | Activities | Activities | | |

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|--|---|--|--|
| Strand | Self-Image and Identity | Online Bullying | Online Reputation | Managing Information Online | Health, wellbeing and lifestyle | Privacy and Security |
| Website | Project Evolve | National Online Safety | Project Evolve | Project Evolve | Project Evolve | National Online Safety |
| LO | I can explain what is meant by the term 'identity'. | I can describe appropriate ways to behave towards other people online and why this is important. | I can search for information about an individual online and summarise the information found. | I can explain what autocomplete is and how to choose the best suggestion. | I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. | I can describe simple strategies for creating and keeping passwords private. |
| Activity | Click Here | Activity 1: Being kind online | Click Here | Click Here | Click Here | Activity 1: Private information and passwords |
| Lesson Plan | | Pg 33 | | | | Pg 61 |
| Resources | | Video | | | | Video |

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| LO | 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. | I can recognise when someone is upset, hurt or angry online. | 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 | 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 that something is true when it isn't. | I recognise the benefits and risks of accessing information about health and wellbeing online and how we should balance this with talking to trusted adults and professionals. | I can describe strategies for keeping personal information private, depending on context. |
| Activity | Click Here | Activity 1: How can I tell if someone is upset, hurt or angry online? | Click Here | Activity 4: What is fake news and why do people write it? Activity 1: Can you spot the fake news? | Click Here | Activity 1: How do services seek consent to store information about me? |
| Lesson Plan | | Pg 34 | | Pg 46 & 47 | | Pg 62 |
| Resources | | Activities | | | | Activities |

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| LO | I can explain how my online identity can be different to my offline identity. | I can explain how to block abusive users. | I can explain the ways in which anyone can develop a positive online reputation. | I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers) | I can describe ways that technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. | I can explain what a strong password is and demonstrate how to create one. |
| Activity | Click Here | Click Here | Click Here | Activity 1: Learning online Activity 2: Designing a pop up using targeted advertising | Activity 1: Why do some online activities have age restrictions? | Activity 2: How to create a strong password? |
| Lesson Plan | | | | Pg 42 & 47 | Pg 62 | Pg 63 |
| Resources | | | | Activities | Activities | |
| | | | | Video | | |

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| LO | I can explain how identity online can be copied, modified or altered. | I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). | I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. | I can explain how search engines work and how the results are selected and ranked. | I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). | I can describe simple ways to increase privacy on apps and services that provide privacy settings. |
| Activity | Click Here | Click Here | Click Here | Activity 3: How search engines work and how results are selected and ranked? | Click Here | Activity 1: How to change your privacy setting guides Activity 2: Strong password creator For Year 3 to 6 |
| Lesson Plan | | | | Pg 45 | | Pg 64 |
| Resources | | | | Activities | | Activities |