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Planning for progression in ICT ensures children understand the concepts involved, have learnt techniques and skills and can apply these, as part of a process, to new learning contexts across the curriculum. This ICT progression enables teachers and children to revisit and build on skills and knowledge in a variety of contexts throughout the primary phase ensuring ICT is an integral tool to support learning across the curriculum. The progression in e-sense supports children to make good choices online and develop essential skills for life. It allows them to become safe and responsible participants in the exciting online world that continues to offer new opportunities for learning and play.

Safety **Collaborating** **Effectiveness and Evaluation** **Copyright**

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children understand concepts	Children recognise the impact of good choices and consequences of wrong ones. Children recognise who they can ask for help and know when they need help. They recognise they can share their learning with others. Children are aware that they can use the Internet to play and learn. Children know that things they create belong to them and can be shared with others.	Children begin to understand what personal information is and who you can share it with. Children begin to recognise the need to know who it is they are sharing their learning with online and recognise the difference between real and imaginary online experiences. Children begin to recognise different ways to communicate online and understand the importance of always being kind and polite. Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time. Children understand there are a variety of sources of information and begin to recognise the differences. Children recognise different types of content on websites (e.g. adverts, links) and know that some things may not be true or safe. Children know that sometimes pictures and words on the Internet cannot be copied because they belong to someone else.		Children understand the need for rules to keep them safe when exchanging ideas online. Children understand that any personal information they put online can be seen and used by others. Children know they can use online tools to collaborate and communicate with others and the importance of doing this responsibly Children recognise that information on websites may not be accurate or reliable and may be used for manipulation, persuasion or promote bias. Children understand the need to identify whether material can be shared before using it in their work.		Children understand appropriate and inappropriate use of the Internet. They recognise the risks and rewards of using Internet communication tools and understand how to protect themselves. Children recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others. Children recognise that websites have an author and an audience and some people may publish content that is not accurate. They understand reasons why people might publish content that is not reliable and know they need to check and critically evaluate information. Children recognise the consequences of using unreliable information. Children recognise the material on the Internet which belongs to someone else and know what can be downloaded to use in their own work.	
Personal Responsibilities	Children know their password belongs to them. Children make sure there is an adult with them when using the Internet. Children learn to share equipment and take turns.	Children keep their passwords private. They make sure an adult knows what they are doing online. Children learn to respect the work of others which is stored on a shared drive of a network or presented online.		Children keep personal information and passwords private. They make sure an adult knows what they are doing online. Children respect the ideas and communications of others in work which is presented in an electronic format. They recognise the effect their writing or images might have on others. Children ask permission to use content created by others.		Children use social networking websites appropriately, keeping an adult informed about their online activity. They make good choices when they present themselves online. Children recognise their own right to be protected from the inappropriate use of technology by others. They respect the rights of other users. Children acknowledge where they use other people's content in their own work.	

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	All these are areas which would be a part of a PSHE programme across the school. There are links to the SEAL materials, in particular the themes Going for Goals / Good to be Me.			
Teachers enable progress	Teachers model responsible use of ICT resources. Teachers provide opportunities for children to explore onscreen activities that mimic real life. Teachers provide opportunities for children to talk about the differences between real and imaginary experiences. Teachers provide opportunities for children to share learning with their families online. Teachers talk about where they find information. Teachers model acknowledging and appreciating the ideas of others.	Teachers talk about the importance of remembering your password and keeping it private. Teachers talk about what is good to put online and what should be kept private. Teachers model appropriate online behaviour when communicating with others. Teachers develop children's understanding by providing both real and imaginary online experiences. Teachers model closing pop up windows when exploring online resources. They explain the risks in clicking on these. Teachers provide opportunities for children to share experiences with other learners and experts. Teachers talk about the difference between sources of information e.g. that a CD-ROM has limited information and that websites may feature advertising or links to other areas of the Internet. Teachers prepare hyperlinks for children to access appropriate websites to find information and activities to support learning in a variety of curriculum contexts. Teachers model the use of age-appropriate search engines and talk about which links to follow and which to avoid on a website. Teachers provide opportunities for children to demonstrate and discuss how they navigate a web site or a piece of software. Teachers model making choices of images and text to use in the classroom.	Teachers provide opportunities for discussions about the use of communication tools e.g. forums, instant messaging and e-mail. These include opportunities to discuss when an email message should not be opened and how to respond when asked for personal details. Teachers provide opportunities for children to understand that if they make their personal information available online it may be seen and used by others. They model making good choices about images to share online. Teachers provide opportunities for children to exchange and develop ideas with other learners and experts in a range of curriculum contexts. Teachers model the analysis of information found on the Internet e.g. from different sources, and the need to check that the information is relevant and accurate, and think about the consequences of errors or omissions. Teachers provide opportunities for children to use the Internet in appropriate contexts to effectively navigate websites. Teachers model how to recognise whether the content on a website can be used without asking for permission.	Teachers provide opportunities to discuss what the consequences might be of sharing personal details online e.g. in a chat room, and how to respond when asked for those details. They provide opportunities for children to talk about how they use the Internet and how they present themselves online. Teachers provide opportunities for children to exchange and share ideas with a wider audience. They encourage children to evaluate their use of technology including the use of email, social networking, online gaming, and mobile phones. Teachers set challenges to enable children to identify and evaluate differences in information from a variety of sources, both web based and printed texts. Teachers provide opportunities for children to discuss the key features of web sites. They set challenges for children to construct 'web pages' to enable them to appreciate that anyone can produce and publish a web site. Teachers expect children to be able to work independently, both alone and in groups, with the Internet. Teachers encourage discussion about copyright and intellectual property.
Children build skills	Children explore with real and pretend technology talking about the difference. Children are supported to use simple passwords to access learning spaces. Children talk about appropriate behaviour when	Children minimise a screen and tell an adult if they encounter a problem on a website. Children use a secure password independently. The class add ideas to an online forum and begin to collaborate on simple tasks with their peers. Children explore screen-based activities and make choices. They use navigation skills to access different sections of a program and explore signposted age appropriate websites using forward and back arrows. They know	Children describe some of the risks and rewards of the Internet. Children know how to behave in order to protect themselves. Children identify what is real and what is imaginary online. They create a secure password and keep it private. They tell an adult if they see content that makes them uncomfortable or they make contact with people they don't know. They choose appropriate images and details to share online. Children use online tools such as forums to exchange information and collaborate with	Children use the Internet in ways which minimize risks and discuss the consequences of trusting information and people on the Internet. Children select an appropriate tool to collaborate and communicate safely with others within and beyond their school. They begin to evaluate the effectiveness of the tool to support their learning. Children refine searches to obtain appropriate information to support their learning.

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using ICT equipment. Children use ICT equipment to send positive messages to others. Children look at an appropriate range of image based information to support their learning. Children choose to share things they've made.	how to return to the home page when exploring away from a teacher directed site. Children begin to make good choices of useful hyperlinks to other information avoiding links such as advertising. They learn how to undertake simple searches of electronic books using key words and begin to use an age appropriate search engine. Children create their own images, take photos or choose from a bank of images selected by their teacher.	others within and beyond their school. They record and share information electronically. Children use age appropriate search engines to research and gather different forms of information (text, images, sound and video). Children critically evaluate web sites and describe the possible impact of published content on an audience e.g. the use of advertising and how sites might be designed to persuade and influence. Children check websites to see whether images, text, video and sound can be copied to use in their work.	Children evaluate information from a range of sources, considering its plausibility and developing strategies to make judgements on the sources being used. Children re-structure and re-present materials in ways which are new and 'unique'; acknowledging the source of copied images, text, sound and video.

Typically using	**Fronter Virtual Learning Environment www.fronter.com/somerset** including forum, vote, shared document, messaging, personal pages		
	ROAR Me online **Fronter Primary e-safety room** **CEOP Thinkuknow resources: based on Hector's World resources** www.thinkuknow.co.uk/5_7/ **Hector's World:** Australian e-safety activity site http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World.aspx **Netsmartz american e-safety resources** http://www.netsmartzkids.org	**ROAR Our online world** **Fronter Primary e-safety room** **CEOP Thinkuknow resources:** www.thinkuknow.co.uk/8_10/ **Childnet, KnowITall Captain Kara, Winston and the Smart Crew** http://www.childnet-int.org/kia/primary/smartadventure **CBBC Safesurfing Guide**: www.bbc.co.uk/cbbc/help/safesurfing/index.shtml **CyberQuoll:** http://www.cybersmart.gov.au/cyberquoll/html/menu.html **Netsmartz american e-safety resources** http://www.netsmartzkids.org **Safesurfing with Doug:** Disney-based activities for safety issues www.disney.co.uk/DisneyOnline/Safesurfing **Spoof Websites for evaluation** **Dog Island Free Forever:** www.thedogisland.com **Tree Octopus**: http://zapatopi.net/treeoctopus.html	**ROAR Our online world** **Fronter Primary e-safety room** **CEOP Thinkuknow resources:** www.thinkuknow.co.uk/8_10/ **Gridclub Cybercafe**: http://www.gridclub.com/freearea/tasters/cybercafe/base.htm **Learning and Teaching Scotland** http://www.ltscotland.org.uk/informationliteracy/9to11/index.asp **Spoof Websites for evaluation** **Victorian Robots:** www.bigredhair.com/robots/index.html **Google Technology**: www.google.com/technology/pigeonrank.html **All about Explorers** http://www.allaboutexplorers.com **Petrol Direct** http://petroldirect.com

Curriculum contexts	Curriculum contexts are found in all activities where staff or pupils are using ICT. Children need to see e-sense modelled whenever the Internet is used. See the other ICT Progressions for curriculum contents.

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	Safe sites for children to use for searching the Internet: http://www.bbc.co.uk/cbbc/find http://www.kidsclick.org http://www.askforkids.com http://www.searchbox.co.uk/kids http://kids.yahoo.com
Policies and Systems	Schools are advised to: • Register with **http://360safe.org.uk** to review e-safety provision and to develop an action plan. • Develop an e-safety policy on the use of technologies by staff and by pupils. This must include clear rules for safe use of online tools, sanctions and expectations of responsible use by children and staff. This should be reviewed annually. • Have a clear strategy for monitoring the use of the Internet and filtering inappropriate content. This will involve all users having personal logins to the network. A school may decide to maintain group logins for KS1 pupils. • Circulate Acceptable Use Policies (AUP) for adults, children and parents/carers to sign. • Work with children and their parents and carers to develop an age related code of conduct on the Internet including Fronter Virtual Learning Environment and e-mail use, which covers both in school and out of school use. Go to the e-safety tab of **http://www.six.somerset.gov.uk/curriculum** for support on the above.