



# Digital Literacy & IT Beyond School Progression Framework 2024-2025

Area	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Can identify a device that uses technology.</li> <li>• Ask permission before using the Internet.</li> <li>• Tell an adult if something worrying or unexpected happens whilst using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why we need passwords.</li> <li>• Understand that we must keep passwords private.</li> <li>• Explain what personal information is.</li> <li>• Understand that we must keep personal information private.</li> <li>• Communicate safely and respectfully online.</li> <li>• Know what to do when concerned about online content.</li> <li>• Know what to do if someone tries to contact you online.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the need to keep a password private.</li> <li>• Understand the need to keep personal information private.</li> <li>• Demonstrate the use of technology responsibly in terms of how we use it and the time we spend using it.</li> <li>• Know how to report inappropriate content or contact online</li> </ul>	<ul style="list-style-type: none"> <li>• Children consider their responsibilities and actions to others online.</li> <li>• Children consider that all of the media they see could have been altered.</li> <li>• Understand how to use a search engine responsibly and safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that media can be edited online for advertising and other purposes.</li> <li>• Recognise what is acceptable and unacceptable behaviour when using technology and online services.</li> <li>• Children understand how effective a strong password is and what a strong password looks like.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of their digital footprint.</li> <li>• Understand the dangers of building online relationships.</li> <li>• Explain what the consequences might be to using technology inappropriately or accessing inappropriate content intentionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of fake news and how to dissect it.</li> <li>• Understand the difference between misinformation and disinformation.</li> <li>• Understand what Copywriting is and using someone else's work responsibly.</li> <li>• Manage their conduct and contact appropriately and safely when using technology and online services.</li> </ul>



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<b>ICT Beyond School</b>	<ul style="list-style-type: none"> <li>• Talk about technology that is used at home, in school and in the world around them.</li> <li>• Use a safe part of the Internet to explore, play and learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that a range of digital devices and products can be considered computers.</li> <li>• Recognise the ways in which technology is used in their homes and community.</li> <li>• Understand that computers have no intelligence and can do nothing without being programmed.</li> <li>• Begin to identify some of the benefits to using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can explain why they use technology in the classroom, in their homes and in the community.</li> <li>• Identify the benefits of using technology, such as creating content and communicating efficiently.</li> <li>• Can identify a computer by knowing that it has inputs, a processor and outputs.</li> <li>• Can identify parts of a computer including what an input and output is.</li> </ul>	<ul style="list-style-type: none"> <li>• Save and retrieve work online, on the school network and their own device.</li> <li>• Tell you ways to communicate with others online.</li> <li>• Knows how navigate the web responsibly.</li> <li>• Can carry out effective web searches to collect digital content.</li> <li>• Think about whether they can use images that they find online in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between the Internet and online services such as the World Wide Web, instant messaging and email.</li> <li>• Tell you whether a resource they are using is from the World Wide Web, the school network or their own work.</li> <li>• Identify key words to use when searching safely on the World Wide Web.</li> <li>• Show an awareness of a range of Internet services such as the World Wide Web, email and instant messaging.</li> <li>• Explain how to check who owns photos, text and clipart.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different online tools for different purposes.</li> <li>• Use a search engine effectively to find appropriate information and check the reliability of a website.</li> <li>• Understand how search results are selected and ranked and the algorithms they use.</li> <li>• Recognise and evaluate different types of information they find on the World Wide Web.</li> <li>• Think about the reliability of information they read on the World Wide Web or other Internet services (Fake News).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the Internet services they need to use for different purposes.</li> <li>• Describe the different parts of a webpage.</li> <li>• Understands how to construct a website using basic HTML tags.</li> <li>• Explain what copyright is and acknowledge the sources of information that they find online.</li> <li>• Understands how data is transmitted across a network.</li> <li>• Understand what IP is and how it's used.</li> <li>• Can explain how networks use the Internet to send and receive data.</li> </ul>