Danson Primary School- Digital Literacy

	Computer Science		Digital Literacy			Information Technology	
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Self-image and Identify	• 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.	• I can recognise that there may be people online who could make me feel sad, embarrassed or upset. • I can understand that 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. • I can describe ways in which people might make themselves look different 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.	• I can explain what is meant by the term 'identity'. • I can explain how I can represent myself in different ways online. • 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).	• I can explain how my online identity can be different to the identity I present in 'real life' • I can describe the right decisions about how I interact with others and how others perceive me.	• I can explain how identity online can be copied, modified or altered. • I can demonstrate responsible choices about my online identity, depending on context.	• I can describe ways in which the media can shape ideas about gender. • I can identify messages about gender roles and make judgements based on them. • I can challenge and explain why it is important to reject inappropriate messages about gender online. • I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. • I can give examples of how I might get help, both on and offline. • I can explain why I should keep asking until I get the help I need.
Online relationships	• I can give examples of how I (might) use technology to communicate with people I know. • I can recognise some ways in which the internet can be used to communicate.	• 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.	• I can use the internet to communicate with people I don't know well • I can give examples of how I might use technology to communicate with others I don't know well.	• 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 • 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 can trust them with. • 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 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.	• 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.	• I can show I understand my responsibilities for the well-being of others in my online social group. • I can explain how impulsive and rash communications online may cause problems • I can demonstrate how I would support others online. • I can demonstrate ways of reporting problems online for both myself and my friends.

				•I can explain why this is different from 'liking someone online'.			
Online reputation	• I can identify ways that I can put information on the internet.	• 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	• 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.	• 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.	• 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.	• I can search for information about an individual online and create a summary report of the information I find. • I can describe ways that information about people online can be used by others to make judgments about an individual.	• I can explain how I am developing an online reputation which will allow other people to form an opinion of me. • I can describe some simple ways that help build a positive online reputation
Online bullying	• I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel.	• I can describe how to behave online in ways that do not upset others and can give examples.	• 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.	• 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.	• 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).	• 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. • I can explain how I would report online bullying on the apps and platforms that I use. • 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 describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. • I can identify a range of ways to report concerns both in school and at home about online bullying.
Managing online	• 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).	• 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.	• I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need • I can explain what voice activated searching is and how it might be used • 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.	• 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'.	• I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. •I can 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 • I can describe some of the methods used to encourage people to buy things online and can recognise some of these when they appear online. • I can explain that some people I 'meet online' 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.	• 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 mis-information and dis-information . •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	• I can use search technologies effectively. • I can explain how search engines work and how results are selected and ranked. • I can demonstrate the strategies I would apply to be discerning in evaluating digital content. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online • I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts'

						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	•I can explain why using these strategies are important. • I can identify, flag and report inappropriate content.
Health, well-being and lifestyle	• 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.	• 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.	• I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me	• 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	• 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. • 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. • 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 and describe their purpose. • I can assess and action different strategies to limit the impact of technology on my health • I can explain the importance of self-regulating my use of technology • I can demonstrate the strategies I use to do this
Privacy and security	• 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.	• I can recognise more detailed examples of information that is personal to me • 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 devices.	• I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.	• 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 others.	• 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 • I can explain how internet use can be monitored.	• I can create and use strong and secure passwords. • I can explain how many free apps or services may read and share my private information with others. • I can explain how and why some apps may request or take payment for additional content and explain why I should seek permission from a trusted adult before purchasing.	• I use different passwords for a range of online services. • I can describe effective strategies for managing those passwords. • I know what to do if my password is lost or stolen. • I can explain what app permissions are and can give some examples from the technology or services I use. • I can describe simple ways to increase privacy on apps and services that provide privacy settings. •I can describe ways in which some online content targets people to gain money or information illegally • I can describe strategies to help me identify such content
Copyright and ownership	• I know that the work I create belongs to me. • I can name my work so that others know it belongs to me.	• I can explain why the work I create using technology belongs to me. • I can say why it belongs to me • I can save my work so that others know it belongs to me	• I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.	• 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.	• 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.	• 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.	• I can demonstrate the use of search tools to find and access online content which can be reused by others. • I can demonstrate how to make references to and acknowledge sources I have used from the internet
Vocabulary	Internet, name, address, birthday, age, rules, technology, information, search engine	analogue, bitmap, digital, effect, layer, pixel, stylus, transform, undo, zoom, audio, clip art, Creative Commons, eBook, filter, font, images, multimedia,	adjustment, camera roll, colour value, crop, filter, pixel, rule of thirds, sensor Google, Google custom search, mind map,	camera roll, colour value, Creative Commons, green screen, 'Ken Burns' pixel, resolution, rushes, search engine, comments, Creative Commons, data centre,	beat sequencer, live loops, MIDI, piano roll, sample, stave, touch instrument, tracks, velocity, voice	Creative Commons, hyperlinks, hypertext mark-up language (HTML), hypertext transfer protocol (HTTP), internet, internet protocol (IP) addresses, network switch	Creative Commons, desktop publishing (DTP), eBook, ePub, folder, image, portable document format (PDF), text anchor tag bias, blog, fake news, hyperlink, neutral

		safe search, speech synthesis, voice dictation	presentation, search engine, Wikipedia	outline, personal information, algorithm, Creative Commons, debug, five pillars, hyperlinks, hypertext mark-up language (HTML), Wiki, Wikipedia	point view, online bullying (cyberbullying), plausible, reliable, social media, source, Creative Commons, export, final cut, rough cut, rushes, storyboard
National Curriculum	**Development Matters** **Three and Four-Year-Olds** •Remember rules without needing an adult to remind them. **Reception** •Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'. **Early Learning Goals** •Explain the reasons for rules. know right from wrong and try to behave accordingly (ELG - Managing Self).	•recognise common uses of information technology beyond school •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		•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 •use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content •use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour •identify a range of ways to report concerns about content and contact	•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 •use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content •use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour •identify a range of ways to report concerns about content and contact