









Digital Literacy							
	Foundation	Y1	Y2	Y3	Y4	Y5	Y6
Procedural Knowledge		<p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>

<p>Conceptual knowledge</p>		<p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p> <p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and</p>	<p>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.</p> <p>Children know the implications of inappropriate online searches. Children begin</p>	<p>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</p>	<p>Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.</p>	<p>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p>	<p>Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.</p>
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		save this in their own private space such as their My Work folder on Purple Mash.	to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.				
Vocabulary (definitions are saved in T:\Curriculum\Computing\Vocabulary)		Log in, username, log out, my work, password, avatar, notification, topics, tools, save	Search, display board, internet, sharing, email, attachment and digital footprint.	Password, Internet, blog, concept map, username, website, webpage, spoof website, PEGI rating	Computer virus, cookies, copyright, digital footprint, email, identity theft, malware, phishing, plagiarism, spam.	Online safety, smart rules, password, reputable, encryption, identity theft, shared image, plagiarism, citations, reference, bibliography.	Digital footprint, password, PEGI rating, phishing, screen time, spoof website.
POSSIBLE END POINTS		Share work saved around a topic with another class in year 1.	Invite another year group/parents to demonstrate their	Create a poster	Create a leaflet around online safety and the	Create a short play or advert to play to the rest of the	Set up an afternoon of scenarios and chdn have to decide how to

			understanding of digital literacy using PM display board.		dangers and steps to help.	school about online safety.	solve the issue using what they have been taught.
SMSC/GLOBAL GOALS/ BRITISH V./COMMUNITY LINKS		SMSC moral- to recognise right from wrong. Respect the law and understand consequences 	SMSC moral- to recognise right from wrong. Respect the law and understand consequences  British values- rule of law	SMSC moral- to recognise right from wrong. Respect the law and understand consequences  British values- rule of law	SMSC moral- to recognise right from wrong. Respect the law and understand consequences.  British values- rule of law	SMSC moral- to recognise right from wrong. Respect the law and understand consequences.  British values- rule of law	SMSC moral- to recognise right from wrong. Respect the law and understand consequences.  British values- rule of law