

Subject: Computing – DIGITAL LITERACY	Year group: Year 4	Topic: Digital Literacy	Initiation & activation activities:
Prior knowledge required: to know how to keep personal information safe and secure		Vocabulary:	
Programme of Study: Year 3 & 4	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<ul style="list-style-type: none"> • Understand the opportunities [networks] offer for communication and collaboration • 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 	<p>E-Safety Online Research</p> <ul style="list-style-type: none"> • Use internet search engines to gather resources for their own research work. • Be aware of different search engines and discuss their various features (e.g. Google image & video search). • Show children how to change the ‘Search Settings’ to Strict in Google. • Understand the importance of framing questions into search criteria when conducting web searches. • Be aware that not everything they find online is accurate and that information needs to be checked and evaluated. <p>E-Safety Communication & Collaboration</p> <ul style="list-style-type: none"> • Children use online communication tools to exchange and develop their ideas in a range of curriculum opportunities. • Use sensitive and appropriate language when using online communication tools. • Use email as a form of communication, use the “To” box and add a subject heading. • Add an attachment to an email. • Develop understanding of when it is unsafe to open an email or an email attachment. <p>E-Safety E-Awareness</p> <ul style="list-style-type: none"> • Children understand and abide by the school’s ‘Being SMART Online’ rules and aware of the implications of not following the rules. • Children understand that a password can keep information secure and the need to keep it a secret. 		

Knowledge skills and understanding

- Do they understand the need for rules to keep them safe when exchanging learning and ideas online?
- Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?
- Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?
- Can they use strategies to verify information, e.g. crosschecking?
- Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?
- Do they understand that copyright exists on most digital images, video and recorded music?
- Do they understand the need to keep personal information and passwords private?
- Do they understand that if they make personal information available online it may be seen and used by others?
- Do they know how to respond if asked for personal information or feel unsafe about content of a message?
- Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?
- Do they know how to report an incident of cyber bullying?
- Do they know the difference between online communication tools used in school and those used at home?
- Do they understand the need to develop an alias for some public online use?
- Do they understand that the outcome of internet searches at home may be different than at school?

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- Do they follow the school's safer internet rules?
- Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?
- Can they begin to identify when emails should not be opened and when an attachment may not be safe?

	<ul style="list-style-type: none">• Can they explain how to use email safely?• Can they use different search engines?		
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