

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 child-friendly search engines independently to find information through key words. • Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them. <p>E-Safety-Communication & Collaboration</p> <ul style="list-style-type: none"> • Use a range of online communication tools, such as email, forums and polls. • Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). • Be able to discern when an email should or should not be opened. <p>E-Safety-E-Awareness</p> <ul style="list-style-type: none"> • Develop awareness of relevant e-Safety issues, such as cyber bullying. • Children understand and abide by the school’s ‘Being SMART Online’ Rules and know that it contains rules that exist in order to keep children safe online. • Understand what personal information should be kept private. • Know that passwords keep information secure and that they should be kept private 		
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Know that passwords keep information secure and that they should be kept private 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?

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