



DIGITAL LITERACY: YEAR 4

CURRICULUM MILESTONES

Self-image and Identity:

I can explain how my online identity can be different to the identity I present in 'real life'.

Online relationships:

I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.

Online reputation:

I can describe how others can find out information about me by looking online.

Online bullying:

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).

Managing online information:

I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.

Health, well-being and lifestyle:

I can describe ways technology can affect healthy sleep and can describe some of the issues.

Privacy and Security:

I can explain how internet use can be monitored.

Copyright and ownership:

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.

AVAILABLE TEACHING RESOURCES

Google Be Internet Legends – pick, choose and adapt, choosing from the better activities from [this free scheme of work with accompanying resources](#). You may find that using a learning platform such as Seesaw / Google Classroom / Teams to send links to children is a good way to organise access for children with these activities.

You may wish to combine with the Project Evolve resource below, covering the curriculum milestones on the left – [suggested structure here](#).

Presenting materials to children at a point in the day when there is enough time to consider comments and questions is the best way to plan for careful use of e-safety materials. [Childnet lesson on online bullying here](#) – useful as a follow-up if this aspect becomes an issue within a cohort of children.

Project Evolve from SWGFL contains a huge toolkit of teaching resources that refer directly to the 8 strands and key assessment criteria (shown in blue on the left). [Register here](#).

ASSESS CHILDREN'S KNOWLEDGE AND TARGET GAPS

	<p>Project Evolve also contains a Knowledge Map section whereby teachers can quickly create a question structure related to the 8 strands (shown in blue on the left).</p>
<p><i>Such question sets can be set up as an independent task for children, or as a 'guided' task that can be completed and discussed together as a whole class – more likely to be appropriate for the youngest children and those without independent reading skills.</i></p> <p><i>Such a task should inform a teacher as to where gaps in children's understanding exist. Referring back to the Project Evolve toolkit, tasks and activities could then be chosen to fill such gaps in knowledge</i></p>	

RELATING TO OTHER CURRICULUM AREAS

Digital Literacy should be interwoven into other areas of learning across the curriculum. It is worth making time for such ideas to become key parts of learning for children, when this can be easily incorporated into a teaching sequence.