



DIGITAL LITERACY: YEAR 6 CURRICULUM MILESTONES

Self-image and Identity:

I can explain how I can represent myself in different ways online.

Online relationships:

I can demonstrate how I would support others (including those who are having difficulties) online.

Online reputation:

I can describe some simple ways that help build a positive online reputation.

Online bullying:

I can identify a range of ways to report concerns both in school and at home about online bullying.

Managing online information:

I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.

Health, well-being and lifestyle:

I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise).

Privacy and Security:

I can evaluate different methods of online communication

Copyright and ownership:

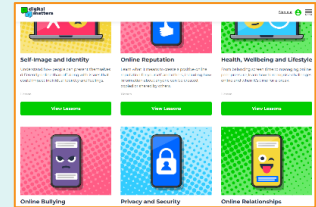
I can recognise the implications of linking to (and using) content owned by other people

AVAILABLE TEACHING RESOURCES

[Emily's Story](#), from ThinkUKnow Australia, is a fairly up-to-date and concise video that can lead to discussions around grooming and online abuse.

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.

You will find extensive resources for year 5 and 6 in the Digital Matters freely accessible section from [Internet Matters](#). There are additional e-safety related resources on the Barefoot Computing site, including [The Phisherman Game](#). Also, [Break the Fake lessons from Canada can be interesting](#), around the area of fact-checking information that is found on the internet. [Cyber Sprinters lessons](#) from the National Cyber Security Centre underline key messages for children as they move towards secondary education.



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](#). An outline of applicable lessons, covering the curriculum milestones on the left and suggesting options from Digital Matters and Project evolve, [can be found 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>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. Such a task should inform a teacher as to where gaps in children's understanding exist. Referring back to the Project Evolve toolkit, tasks & activities can then be chosen to fill gaps in understanding.</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.