



Digital Literacy Curriculum Overview

EYFS/ KS1 Cycle A

	Media Balance & Wellbeing	Cyberbullying, Digital Drama & Hate Speech	Relationships & Communication	News and Media Literacy	Privacy & Security	Digital Footprint & Identity
EYFS	<u>Meet the Digital Citizens (ARMS)</u>	<u>Meet the Digital Citizens (LEGS)</u>	<u>Meet the Digital Citizens (HEART)</u>	<u>Meet the Digital Citizens (HEAD)</u>	<u>Meet the Digital Citizens (GUTS)</u>	<u>Meet the Digital Citizens (FEET)</u>

	<p>Understand what media balance means.</p> <p>Reflect on how they balance their time with technology.</p>	<p>Understand what it means to be an upstander.</p> <p>Reflect on ways to make others feel welcome.</p>	<p>Understand what it means to be respectful and kind to others.</p> <p>Reflect on how they can be kind online.</p>	<p>Understand that not everything they see on the internet is true.</p> <p>Reflect on ways to check if something they see online is true.</p>	<p>Understand what being safe on the internet means.</p> <p>Reflect on ways to keep their passwords and information safe.</p>	<p>Understand what a digital footprint is.</p> <p>Reflect on what and who they share with online.</p>
Year 1/2	<u>Pause for People</u>	<u>Media Balance is important</u>	<u>Why We Pause for People</u>	<u>Media Balance is Important</u>	<u>Safety in My Online Neighbourhood</u>	<u>Caring for Our Devices</u>
	Learn why it's important to be aware and respectful of people while using devices.	Know when and why to take breaks from device time. Consider the feelings of people around	Reflect on how active listening is an example of being respectful.	Know when and why to take breaks from device time. Consider the feelings of people around	Discover that the internet can be used to visit faraway places and learn new things.	Understand what it means to be responsible for something.

	Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interactions.	them, even when engaged in fun online activities.	Learn strategies to practice active listening when using devices.	them, even when engaged in fun online activities.	Compare how staying safe online is similar to staying safe in the real world. Explain rules for travelling safely on the internet.	Identify ways to care for their device.
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EYFS / KS1 Cycle B

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EYFS	<u>Meet the Digital Citizens (ARMS)</u>	<u>Meet the Digital Citizens (LEGS)</u>	<u>Meet the Digital Citizens (HEART)</u>	<u>Meet the Digital Citizens (HEAD)</u>	<u>Meet the Digital Citizens (GUTS)</u>	<u>Meet the Digital Citizens (FEET)</u>
	Understand what media balance means. Reflect on how they balance their time with technology.	Understand what it means to be an upstander. Reflect on ways to make others feel welcome.	Understand what it means to be respectful and kind to others. Reflect on how they can be kind online.	Understand that not everything they see on the internet is true. Reflect on ways to check if something they see online is true.	Understand what being safe on the internet means. Reflect on ways to keep their passwords and information safe.	Understand what a digital footprint is. Reflect on what and who they share with online.

Year 1/2	<u>How Technology Makes You Feel</u>	<u>Pause for People</u>	<u>Our Device Charter</u>	<u>Managing Device Information</u>	<u>Internet Traffic Light</u>	<u>Pause for People</u>
	<p>Recognise the different kinds of feelings they can have when using technology.</p> <p>Know what to do when they don't have a good feeling when using technology.</p>	<p>Learn why it's important to be aware and respectful of people while using devices.</p> <p>Learn the "Pause! Breathe! Finish Up!" routine as a self-regulation strategy for transitioning from technology to face-to-face interaction.</p>	<p>Reflect on how they are a part of a classroom community.</p> <p>Identify examples of positive norms.</p> <p>Create a device charter to support positive use of devices at school.</p>	<p>Reflect on what it looks and feels like to stay focused on a task.</p> <p>Define device distraction and recognize examples.</p> <p>Learn strategies to manage device distractions at school.</p>	<p>Understand that being safe online is similar to staying safe in real life.</p> <p>Learn to identify websites and apps that are "just right" and "not right" for them.</p> <p>Know how to get help from an adult if they are unsure about a website.</p>	<p>Understand the importance of being safe, responsible, and respectful online.</p> <p>Learn the "Pause & Think Online" song to remember basic digital citizenship concepts.</p>

KS2 Cycle A

	Media Balance & Wellbeing	Cyberbullying, Digital Drama & Hate Speech	Relationships & Communication	News and Media Literacy	Privacy & Security	Digital Footprint & Identity
Year 3/4	<u>Device-Free Moments</u>	<u>Putting a STOP to Online Meanness</u>	<u>Who Is In Your Online Community?</u>	<u>We the Digital Citizens : Digital Trails</u>	<u>That's Private!</u>	<u>We the Digital Citizens : Digital Trails 2</u>
	<p>Recognise the ways in which digital devices can be distracting.</p> <p>Identify how they feel when others are distracted by their devices.</p> <p>Identify ideal device-free moments for themselves and others.</p>	<p>Understand what online meanness can look like and how it can make people feel.</p> <p>Identify ways to respond to mean words online, using "S-T-O-P".</p>	<p>Compare and contrast how they are connected to different people and places, in person and on the internet.</p> <p>Demonstrate an understanding of how people can connect on the internet.</p>	<p>Understand that being a good digital citizen means being safe and responsible online.</p> <p>Take a pledge to be a good digital citizen.</p>	<p>Recognise the kind of information that is private.</p> <p>Understand that they should never give out private information online.</p>	<p>Understand that being a good digital citizen means being safe and responsible online.</p> <p>Take a pledge to be a good digital citizen.</p>

Year 5/6	<u>My Media Choices</u>	<u>Be a Super Digital Citizen</u>	<u>Keeping Games Fun and Friendly</u>	<u>Creator's Rights and Responsibilities</u>	<u>Private & Personal Information</u>	<u>Our Online Tracks</u>
	<p>Learn the "What? When? How Much?" framework for describing their media choices.</p> <p>Use this framework and their emotional responses to evaluate how healthy different types of media choices are.</p> <p>Begin to develop their own definition of a healthy media balance.</p>	<p>Reflect on the characteristics that make someone an upstanding digital citizen.</p> <p>Recognise what cyberbullying is.</p> <p>Show ways to be an upstander by creating a digital citizenship superhero comic strip.</p>	<p>Define "social interaction" and give an example.</p> <p>Describe the positives and negatives of social interaction in online games.</p> <p>Create an online video game cover that includes guidelines for positive social interaction.</p>	<p>Define "copyright" and explain how it applies to creative work.</p> <p>Describe their rights and responsibilities as creators.</p> <p>Apply copyright principles to real-life scenarios.</p>	<p>Identify the reasons why people share information about themselves online.</p> <p>Explain the difference between private and personal information.</p> <p>Explain why it is risky to share private information online.</p>	<p>Define the term "digital footprint" and identify the online activities that contribute to it.</p> <p>Identify ways they are -- and are not -- in control of their digital footprint.</p> <p>Understand what responsibilities they have for the digital footprints of themselves and others.</p>

KS2 Cycle B

	Media Balance & Wellbeing	Cyberbullying, Digital Drama & Hate Speech	Relationships & Communication	News and Media Literacy	Privacy & Security	Digital Footprint & Identity
Year 3/4	<u>Your Rings of Responsibility</u>	<u>The Power of Word</u>	<u>Our Digital Citizenship Pledge</u>	<u>Is seeing Believing?</u>	<u>Password Power-Up</u>	<u>This is Me</u>
	<p>Examine both online and in-person responsibilities.</p> <p>Describe the "Rings of Responsibility" as a way to think about how our behaviour affects ourselves and others.</p> <p>Identify examples of online responsibilities to others</p>	<p>Understand that it's important to think about the words we use, because everyone interprets things differently.</p> <p>Identify ways to respond to mean words online, using S-T-O-P.</p> <p>Decide what kinds of statements are OK to say online and which are not.</p>	<p>Define what a community is, both in person and online.</p> <p>Explain how having norms helps people in a community achieve their goals.</p> <p>Create and pledge to adhere to shared norms for being in an online community.</p>	<p>Recognise that photos and videos can be altered digitally.</p> <p>Identify different reasons why someone might alter a photo or video.</p> <p>Analyse altered photos and videos to try to determine why.</p>	<p>Define the term "password" and describe its purpose.</p> <p>Understand why a strong password is important.</p> <p>Practise creating a memorable and strong password.</p>	<p>Consider how posting selfies or other images will lead others to make assumptions about them.</p> <p>Reflect on the most important parts of their unique identities.</p> <p>Identify ways they can post online to best reflect who they are.</p>

Year 5/6	<u>Finding My Media Balance</u>	<u>Is It Cyberbullying?</u>	<u>Digital Friendships</u>	<u>Reading News Online</u>	<u>You Won't Believe This!</u>	<u>Beyond Gender Stereotypes</u>
	<p>Reflect on how balanced they are in their daily lives.</p> <p>Consider what "media balance" means and how it applies to them.</p> <p>Create a personalised plan for healthy and balanced media use.</p>	<p>Recognise similarities and differences between in-person bullying, cyberbullying and being mean.</p> <p>Empathise with the targets of cyberbullying.</p> <p>Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.</p>	<p>Compare and contrast different kinds of online-only friendships.</p> <p>Describe the benefits and risks of online-only friendships.</p> <p>Describe how to respond to an online-only friend if the friend asks something that makes them feel uncomfortable.</p>	<p>Understand the purposes of different parts of an online news page.</p> <p>Identify the parts and structure of an online news article.</p> <p>Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.</p>	<p>Define "the curiosity gap".</p> <p>Explain how clickbait uses the curiosity gap to get your attention.</p> <p>Use strategies for avoiding clickbait.</p>	<p>Define "gender stereotypes" and describe how they can be present online.</p> <p>Describe how gender stereotypes can lead to unfairness or bias.</p> <p>Create an avatar and a poem that show how gender stereotypes impact who they are.</p>

Vocabulary

	Media Balance & Wellbeing	Cyberbullying, Digital Drama & Hate Speech	Relationships & Communication	News and Media Literacy	Privacy & Security	Digital Footprint & Identity
EYFS	balance device	community upstander	online respect	news unbelievable	caution internet	digital footprint trail
Year 1/2	pause device frustrated uncomfortable	balance device pause device frustrated	active listening community norms charter	balance device focus device distraction	online website app caution just right	responsibility care online pause
Year 3/4	attention distraction concentration community digital citizen responsibility	online empathy interpret	community internet digital citizen norm pledge	digital citizen pledge advertising alter persuade photo retouching	online private password phrase symbol username	digital citizen pledge assumption identity selfie
Year 5/6	media media balance media choices balance	digital citizen cyberbullying upstander bully bystander empathy target	digital media griefing social interaction benefit private information risk	attribute copyright intellectual property plagiarism licence news article commercial	hardwired personal information private information advertising clickbait headline curiosity gap	responsibility digital footprint fossil inference avatar bias gender stereotypes