


# Digital Literacy & Citizenship

A free scheme of learning available at [www.swgfl.org.uk/digitalliteracy](http://www.swgfl.org.uk/digitalliteracy)



| Age Category   | Common Sense Media Unit   | Resources  | Curriculum Opportunities   |
|--|---|--|--|
| Yr2<br><br> | 1<br><br><u><b>Staying Safe Online</b></u><br>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them | <a href="#">Smartie the Penguin</a><br>Childnet resource - online book, songs, lesson plans and activities.<br><br><a href="#">Digiduck e-book</a><br>Childnet resource<br><br><a href="#">Captain Kara and Winston's Smart Crew</a><br>Childnet resource<br><br><a href="#">Roar Educate – Malware and Spyware poster – Bug Catcher</a><br><br><a href="#">Disney Online Safesurfing game</a> | Literacy – Non-fiction Information texts<br><br>ICT - to use text, tables, images and sound to develop their ideas, how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds<br><br>Idea: Create a top websites league table and use the information to help to update their school website links |

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| Yr2<br><br><br> | 2<br><br><u><a href="#">Follow the Digital Trail</a></u><br><br>Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it. | <u><a href="#">Roar Educate poster – privacy and posting</a></u><br><br><u><a href="#">Old embarrassing videos come back to haunt a Saxon Monk as he applies for an Abbotship</a></u> | PSHE – SEAL – Relationships Identify and respect the differences and similarities between people.<br><br>SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.<br><br>Idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer? |

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| Yr2<br><br> Cyberbullying<br><br> Relationships & Communication | 3<br><br><u><b>Screen out the Mean</b></u><br><br>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. | <a href="#">Online Symbols</a><br>Cybersmart Resources<br><br><a href="#">Positive Online Communications</a><br><br><a href="#">Cyberbullying</a><br><br><a href="#">Kidscape advice for children on cyberbullying</a><br><br><a href="#">Beatbullying resources</a> | PSHE – SEAL – Say no to bullying to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.<br><br>Literacy – Non Fiction – persuasion.<br><br>ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.<br><br>Idea: How does it feel? Use an online digital imagery tool such as photostory, animoto or <a href="http://edu.glogster.com/">http://edu.glogster.com/</a> to create an eposter to depict how it feels to be the victim of a bullying incident. |

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| Yr2<br> | 4<br><p><b><u>Using Keywords</u></b></p> <p>Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p> | <p>Cybersmart Resources:<br/> <a href="#">Finding and Identifying Appropriate Content</a></p> <p>Other resources:<br/> <a href="#">Roar Educate Poster – Searching Online</a><br/> <a href="#">Searchbox – Childrens Search Engines</a></p> | <p>Literacy – Non-fiction texts</p> <p>Idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building.</p> <p>You could use <a href="#">swiggle</a> to carry out safer searches, compare usefulness of results to those of a general search engine such as google.</p> |

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| Yr2<br> | 5<br><u><a href="#">Sites I Like</a></u><br>Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information. | <u><a href="#">Delivery for Webster</a></u><br>NetSmartz US EBook. Webster starts receiving unusual things when he clicks on a popup.<br><br><u><a href="#">Hectors World</a></u><br>CEOP Resource for KS1 that covers reporting, self policing skills and privacy. Superb videos and activities as well as a Browser Safety Button<br><br><u><a href="#">Choosing a Search Site - Common Sense Media Library</a></u><br>(from previous version of CSM Digital Literacy and Citizenship Curriculum) | PSHE – SEAL – Relationships. Recognise what they like and dislike.<br><br>EYFS Personal, social and emotional development Shows an interest in classroom activities through observation or participation. Is confident to try new activities, initiate ideas and speak in a familiar group<br><br>Idea: Play likes and dislikes “stations” – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them. |