Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued

KS1/2 Curriculum Map

Digital Literacy

The first PSHE lesson each half term is Digital Literacy, as outlined below

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Theme	**Media Balance and Well-Being**						
Autumn 1	Understand the importance of asking for help from an adult when I see a pop up	Make healthy and responsible choices Know to tell a trusted adult if I see something that is inappropriate or that worries me online	Know strategies if I see something inappropriate on a website and/or digital devices	Make sensible choices online and know to have some time away from devices to keep a balance	Understand some of the risks and rewards involved in publishing online and know how to keep safe	Define my own healthy media balance	Reflect on my own media balance for my own wellbeing
Lesson	Smartie The Penguin Lesson for EYFS Suggested Extended Abstract/Greater Depth Task: Predict what would happen if you always clicked on a pop up	Pause for People Suggested Extended Abstract/Greater Depth Task: Create a list of ways in which an adult could help you if you see something that worries you online	How Technology Makes you Feel Suggested Extended Abstract/Greater Depth Task: Children go to Year 2 to present ways to behave if you see something inappropriate online	Device-Free Moments Suggested Extended Abstract/Greater Depth Task: Imagine your parent was driving and using their phone, what advice would you give them?	Rings of Responsibility Suggested Extended Abstract/Greater Depth Task: Consider how you should respond if someone republishes your online creations	My Media Choices Digital Passport Suggested Extended Abstract/Greater Depth Task: Debate whether you should have social media free weeks	Finding My Media Balance Digital Passport Suggested Extended Abstract/Greater Depth Task: Imagine children under 15 did not have access to social media, is this fair?
Supporting Resource	Child Focus	Jessie and Friends Episode 1	Smartie The Penguin Lesson Year 2	Interland: Reality River	The Adventures of Kara Winston and the SMART Crew: Chapter 1	Net-Aware Social Media, Apps and Games	Digital-5-a-day

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Theme	Cyberbullying						
Autumn 2	I know to be kind to my friends	Know how to be kind and polite online and when talking to others face to face	Understand the need to be respectful online	Know how to respond to unpleasant communications	Recognise the effect of writing or images on others and how to respect the ideas and communications of others/ they encounter online	Reflect on the characteristics that make someone an upstanding digital citizen	Recognise similarities and differences between in-person bullying, cyberbullying, and being mean
Lesson	Smartie The Penguin Lesson for EYFS Suggested Extended Abstract/Greater Depth Task: What would Imari Inclusion do to be kind to his friends?	Smartie The Penguin Lesson Year 1 Suggested Extended Abstract/Greater Depth Task: Imagine someone is rude to you online, what should you do?	Pause and Think Online Suggested Extended Abstract/Greater Depth Task: Predict what would happen if no-one showed respect online	Putting a Stop to Online Meanness Suggested Extended Abstract/Greater Depth Task: Design a poster which tells others how to respond appropriately	The Power of Words Digital Passport Suggested Extended Abstract/Greater Depth Task: Imagine you saw an inappropriate image online, should you share this with others before telling an adult?	Be a Super Digital Citizen Digital Passport Suggested Extended Abstract/Greater Depth Task: Construct a list of characteristics which show the opposite of being an upstanding digital citizen	Is it Cyberbullying? Digital Passport Suggested Extended Abstract/Greater Depth Task: Design a questionnaire for younger children to help them to identify different types of bullying
Supporting Resource		Barefoot Computing: Safety Snakes	Staying Safe Online Being Respectful Online	Interland: Kind Kingdom	Band Runner: Like	Own It: Cyberbullying Quiz	'Let's Fight It Together' Stop Speak Support Net-Aware: Social Media, Age Restrictions and Games

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Theme	My Digital Footprint and Identity Safer Internet Day Resources: 'All fun and games? Exploring respect and Relationships online'						
Spring 1	Identify things that I like to do online	Identify things that make up my identity	Understand not to share my personal information with strangers	Know the difference between personal, private and public online spaces and risks associated with these	Understand that I must portray a positive image about myself online	Identify ways I am/ I'm not in control of my digital footprint	Describe how gender stereotypes can lead to unfairness or bias online
Lesson	Safer Internet Day	Safer Internet Day	Digiduck's Famous Friend	Digital Trails	This is Me	Our Online Tracks Digital Passport	Beyond Gender Stereotypes

	Suggested Extended Abstract/Greater Depth Task: Give reasons why you like an activity on the computer/IPAD or not	Suggested Extended Abstract/Greater Depth Task: Describe ways people's identities are different	Suggested Extended Abstract/Greater Depth Task: Is there any scenario in which you would need to share your address with a stranger?	Suggested Extended Abstract/Greater Depth Task: Imagine you shared some personal information on a public forum, should you leave it there? Why, why not?	Suggested Extended Abstract/Greater Depth Task: Imagine you read an insensitive comment your friend made online, what advice could you give them for the future?	Suggested Extended Abstract/Greater Depth Task: Imagine some information is shared online about a prize you won in school, what could be the outcomes of this information being shared? (Positive and negative outcomes)	Suggested Extended Abstract/Greater Depth Task: Consider whether online platforms be allowed to ask for your gender
Supporting Resource							

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Theme	**Privacy and Security**						
Spring 2	Keep personal information private	Access a website and navigate around it safely

Understand what personal information is and how to identify trusted adults who can help | Know I must always ask permission before sharing anything online

Understand what personal information should not be shared and that I have the right to say 'No' | Understand the need to keep personal information private and I am responsible in my online presence | Understand why a strong password is important | Explain the difference between private and personal information | Describe the possible impact of published content to an audience |
| **Lesson** | Online safety rhyme

Suggested Extended Abstract/Greater Depth Task: What could you do if a stranger asks you a question? | Safety in my Online Neighbourhood

Suggested Extended Abstract/Greater Depth Task: Is it a problem if a stranger knew which school you went to? Why, why not? | Internet Traffic Light

Suggested Extended Abstract/Greater Depth Task: Explain what you should do if a friend wanted to, and did, post your work online and you had already said no | That's Private

Suggested Extended Abstract/Greater Depth Task: Debate what would happen if everyone's personal information was accessible to all | Password Power Up

Digital Passport

Suggested Extended Abstract/Greater Depth Task: Imagine someone finds out your password, is there something you can do to avoid this next time? | Private and Personal Information

Digital Passport

Suggested Extended Abstract/Greater Depth Task: Debate if there is a difference between sharing private information online and in real life | You Won't Believe This

Digital Passport

Suggested Extended Abstract/Greater Depth Task: Explain how you could support a peer who is receiving negative comments on a post they made online |
| **Supporting Resource** | LGFL - Undress | Online Safety Rhyme

Lee and Kim Lesson 1 | Digiduck's Famous Friend

Jessie and Friends Episode 3

Lee and Kim Lesson 2 | Interland: Tower of Treasure | Interland: Mindful Mountain | Band Runner: Lock

https://icoorguk/for-organisations/in-your-sector/education/resources-for-schools/ | CEOP Becky

Microsoft Safer Online: The Internet's Most Wanted

Understanding Cookies |

			Pantasaurus: Keeping children safe				

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Theme	**News and Media Literacy**						
Summer 1	N/A	Know that information online can be copied, changed or altered	Talk about how actions online can have consequences now and in the future	Understand plagiarism when using copy/paste from a webpage	Recognise that photos and videos can be altered digitally	Identify whether a file has copyright or can be legally downloaded and whether these can be used in my own work	Use a range of sources to check validity and recognise different viewpoints
Lesson		Safer Internet Day 2020 5-7 lesson plan Suggested Extended Abstract/Greater Depth Task: Predict what would happen if someone copied your work online	Digiduck's Big Decision Suggested Extended Abstract/Greater Depth Task: Describe why writing a comment online is different to saying it to someone in person	Let's Give Credit Suggested Extended Abstract/Greater Depth Task: Imagine you copied and pasted your homework from the internet, how would this make your teacher and peers feel?	Is Seeing Believing? Suggested Extended Abstract/Greater Depth Task: Debate the positives and negatives to altering photos and videos	A Creator's Rights and Responsibilities Suggested Extended Abstract/Greater Depth Task: Debate the impact of your favourite influencer using music you know to be copyrighted	Reading News Online Find Credible News Suggested Extended Abstract/Greater Depth Task: Two news channels are telling us the same story from different viewpoints, generate ideas on how you could verify these stories
Supporting Resource			Permanent Photos What is digital footprint?	Own It: Where are your photos going? Quiz	The Adventures of Kara Winston and the SMART Crew: Chapter 4	My Pop Star Disaster	Are You Living an Insta Lie? Social Media Vs Reality

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Theme	**Relationships and Communication**						
Summer 2	Understand that we need to treat others with respect.	Know the importance of asking others permission and can identify risks and seek help if I need to	Understand what behaviour others value both online and off	Understand that I can connect with people who I know in the physical world and in the online world	Explain how having norms helps people in a community achieve their goals	Describe the positives and negatives of social interaction in online games	Describe the benefits and risks of online-only friendships
Lesson	Smartie The Penguin Lesson for EYFS Pages 25-36 Suggested Extended Abstract/Greater	Jessie and Friends Episode 2 Suggested Extended Abstract/Greater Depth Task: Can you	Lee and Kim Lesson 3 Suggested Extended Abstract/Greater Depth Task: Design a poster to share the best ways to	Who is in Your Online Community? Suggested Extended Abstract/Greater Depth Task: Debate the risks of	Our Digital Citizenship Pledge Suggested Extended Abstract/Greater Depth Task: Imagine if there	Keeping Games Fun and Friendly Suggested Extended Abstract/Greater Depth Task: Debate the	Digital Friendships Digital Passport Suggested Extended Abstract/Greater Depth

	Depth Task: Generate things Ronnie Respect would do if he was showing children how to be respectful	think of any occasions when you do not need to ask permission to do an activity?	behave towards others, using the school values to help	connecting with people in the online world, are there any?	were no online norms, would this be a problem? Why, why not?	government introduction of age limits on games	Task: Consider whether the risks outweigh the benefits of having an online- only friendship
Supporting Resource				Band Runner: Share	Band Runner: Chat Minecraft Education: Becoming a Digital Citizen	The Adventures of Kara Winston and the SMART Crew: Chapter 5 'Chicken Shop' Grooming 'County Lines' Grooming	Newsround Lost Princess The Guardian: Fake News Lessons Childnet: Trust Me Lessons Own It: Fake News