****

**A Time for Us - Spring 1 -Media Literacy and Digital Resilience**

**(Bounce back make your move -** I'll be making sure I am have all the correct security/privacy settings on my devices.)

**(Linked with Safer Internet Day on 11th Feb 2021)**

**(Living in the Wider World & Health and Wellbeing)**

|  |  |
| --- | --- |
| EYFS | Understanding the World - Technology |
| Year 1 | Using the internet and digital devices; communicating online |
| Year 2 | The internet in everyday life; online content and information |
| Year 3 | How the internet is used; assessing information online |
| Year 4 | How data is shared and used |
| Year 5 | How information online is targeted; different media types, their role and impact |
| Year 6 | Evaluating media sources; sharing things online |

|  |  |
| --- | --- |
| EYFS | **Understanding the World** - Technology  • recognise that a range of technology is used in places such as homes and schools  • select and use technology for particular purposes |
| Year 1 | **Media literacy and Digital resilience Using the internet and digital devices; communicating online**  • how and why people use the internet  • the benefits of using the internet and digital devices  • how people find things out and communicate safely with others online  • basic rules for keeping safe online and how rules can help to keep us safe  • why some things have age restrictions, e.g. TV and film, games, toys or play areas  • whom to tell if they see something online that makes them feel unhappy, worried, or scared |
| Year 2 | **Media literacy and Digital resilience The internet in everyday life; online content and information**  • the ways in which people can access the internet e.g. phones, tablets, computers  • to recognise the purpose and value of the internet in everyday life  • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos  • that information online might not always be true |
| Year 3 | **Media literacy and Digital resilience How the internet is used; assessing information online**  • how the internet can be used positively for leisure, for school and for work  • to recognise that images and information online can be altered or adapted and the reasons for why this happens  • strategies to recognise whether something they see online is true or accurate  •basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision  • to evaluate whether a game is suitable to play or a website is appropriate for their age-group  • to make safe, reliable choices from search results  • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication |
| Year 4 | **Media literacy and Digital resilience How data is shared and used**  •that everything shared online has a digital footprint  • that organisations can use personal information to encourage people to buy things  • to recognise what online adverts look like  • to compare content shared for factual purposes and for advertising  • why people might choose to buy or not buy something online e.g. from seeing an advert  • that search results are ordered based on the popularity of the website and that this can affect what information people access  •how people may behave differently online including pretending to be someone they are not.  •how to report concerns and seek help if worried or uncomfortable about someone's behaviour online. |
| Year 5 | **Media literacy and Digital resilience How information online is targeted; different media types, their role and impact**  • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise  • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased  • that some media and online content promote stereotypes  • how to assess which search results are more reliable than others  • to recognise unsafe or suspicious content online  • how devices store and share information  • safe use of devices when out and about |
| Year 6 | **Media literacy and Digital resilience Evaluating media sources; sharing things online Keeping safe Keeping personal information safe; regulations and choices;**  • about the benefits of safe internet use e.g. learning, connecting and communicating - how to protect personal information  • strategies for dealing with requests for personal information or images of themselves  • how and why images online might be manipulated, altered, or faked - to identify potential risks of personal information being misused  • how to recognise when images might have been altered  • why people choose to communicate through social media and some of the risks and challenges of doing so  •about the different age rating systems for social media, T.V, films, games and online gaming  • why age restrictions are important and how they help people make safe decisions about what to watch, use or play  • the reasons why some media and online content is not appropriate for children  • how online content can be designed to manipulate people’s emotions and encourage them to read or share things  • about sharing things online, including rules and laws relating to this  • to identify types of images that are appropriate to share with others and those which might not be appropriate  • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others  • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be  • how to report inappropriate online content or contact or misuse of personal information or sharing of upsetting content/ images online |