Year Group: KS1

Question: Digital Literacy – using search engines safely.

Learning objectives:	Key knowledge
~ use technology purposefully to create, organise, store, manipulate and retrieve digital content. ~ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	~ to know which websites are appropriate for my age. ~ to describe my digital footprint and know what this is. ~ to know how to treat others with respect online. ~ to know how to use search engines effectively. ~ to be able to rate my favourite websites. ~ to know how to type without looking at the keyboard with the correct finger placement. ~ to know how to move our typing hands. ~ to improve touch typing.
Key vocabulary	**Key resources/stimuli**
Digital literacy digital footprint online search engine touch typing	laptops Smartie the Penguin lesson resources Dance mat website google search engine

1. Staying safe online.
Smartie the Penguin power point, which focuses on how we can be safe when online.
Focus on which websites are appropriate.
Work through slides and discuss.
Create class list of top websites that they use.

Digital Literacy

2. Digital Footprints.
Chapter 3: What should you keep safe? - Childnet
Explore digital footprint and what that means.
Look at information that should be shared and information that should remain private.

5 / 6 /7 . Touch typing
Learning finger placement,
Moving hands when typing
Improve touch typing skills.
edclub (typingclub.com)
Dance Mat Typing - BBC Bitesize

3. Digi-Duck
What information should we keep private when we are online?
Read story and discuss how people may not always tell the truth online.
Children are to know what to do if they are asked for personal information.

4. Using keywords
Look at using search engines to find out information.

Find answers to list of questions – use search engines.

Knowledge, Skills and Understanding breakdown for Computing			
Year One			
	E-Safety	Computing & Digital Literacy	Coding
Expected	The child can keep themselves safe while using digital technology. The child can understand that information on the internet can be seen by others. The child can understand what to do if they see disturbing content online at home or at school. The child can show an awareness of how IT is used for communication beyond school.	The child can use digital technology to store and retrieve content. The child can create original content using digital technology.	The child can understand algorithms as sequences of instructions in everyday contexts The child can program Bee Bots or the Bee Bot app using sequences of instructions to implement an algorithm. The child can give a sequence of instructions to a floor turtle. The child can give explanations for what they think a program will do.
Exceeding	The child can keep safe and show respect to others while using digital technology. The child can start to understand what information about themselves should be kept private. The child can understand what to do if they have concerns about content or contact online. The child can show an awareness of how IT is used for a range of purposes beyond school.	The child can use digital technology to organise, store and retrieve content. The child can create and edit original content using digital technology.	The child can appreciate the need for precise and unambiguous instructions in algorithms. The child can appreciate that programming a digital device involves commands in a formal language. The child can give a sequence of instructions to a Bee Bot, correcting mistakes. The child can give logical explanations for what they think a program will do.

Knowledge, Skills and Understanding breakdown for Computing		
Year Two		
	E-Safety	Computing & Digital Literacy	Coding
Expected	The child can keep safe and show respect to others while using digital technology. The child can understand that they should not share personal information online. The child can understand what to do if they have concerns about content or contact online. The child can show an awareness of how IT is used for a range of purposes beyond school.	The child can store, organise and retrieve content on digital devices for a given purpose. The child can create and edit original content for a given purpose using digital technology.	The child can understand algorithms as sequences of instructions or sets of rules in everyday contexts. The child can program on screen using sequences of instructions to implement an algorithm. The child can create a simple program on screen, correcting any errors. The child can give logical explanations for what they think a program will do
Exceeding	The child can stay safe and act respectfully and responsibly when using digital technology. The child can show some understanding of broader issues around online privacy. The child can have a range of strategies for dealing with concerns over content or contact online. The child can consider when digital technology leads to improvements or has the potential 2 to make things worse.	The child can show some understanding that different types of information are all stored in a digital format on computers. The child can create and edit original content for a given purpose using digital technology and paying attention to the intended audience.	The child can appreciate that some algorithms are more efficient than others. The child can understand that the same algorithm can be implemented in multiple programming languages. The child can create more complex programs on screen, correcting any errors. The child can work out some of the underlying algorithm by experimenting with a program while it runs.