A Y6 Digital Citizen 'I can...'

Legend:
- Self-image & Identify
- Online Relationships
- Health, well-being and lifestyle
- Online Reputation
- Online bullying
- Managing online information
- Privacy and security
- Copyright and ownership

describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).

explain what to do if a password is shared, lost or stolen.

describe how and why people should keep their software and apps up to date, e.g. auto updates.

describe simple ways to increase privacy on apps and services that provide privacy settings.

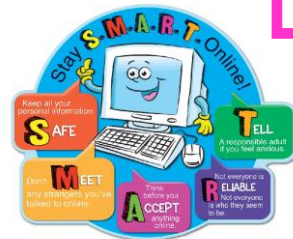Know that online services have terms and conditions that govern their use.

identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.

explain how search engines work and how results are selected and ranked.

explain the importance of asking until I get the help needed.

describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).

explain the ways in which anyone can develop a positive online reputation.

explain how to use search technologies effectively.

describe how some online information can be opinion and can offer examples.

explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.

explain how sharing something online may have an impact either positively or negatively.

explain strategies anyone can use to protect their 'digital personality' and online eputation, including degrees of anonymity.

describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.

demonstrate how to make references to and acknowledge sources I have used from the internet.

describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.

demonstrate the use of search tools to find and access online content which can be reused by others.

recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

explain how someone would report online bullying in different contexts.

describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.

identify, flag and report inappropriate content.

recognise features of persuasive design and how they are used to keep users engaged (current and future use).

define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).

describe the difference between online misinformation and dis-information.

explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.

understand the concept of persuasive design and how it can be used to influences peoples' choices.

demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.

assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.

explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).

Understand the importance of testing and evaluating programs as I go.

…use a variety of tools to create a program

recognise how networked devices make up the internet

…describe how networks physically connect to other networks

explain and modify infinite loops and count controlled loops

To outline how websites can be shared via the World Wide

describe how content can be added and accessed on the World Wide Web

develop a design that includes two or more loops which run at the same time

navigate using an internet browser

…recognise and predict an error in a program and debug it.

use repeat instructions to draw regular shapes on screen on commands

…use a digital device to record data to answer given questions.

…use a keyboard confidently and make use of a spellchecker to write and review my work.

design a project that includes repetition

make turns specifying the degrees

explain that a digital recording is stored as a file

A Y6
Digital learner
'I can…'

identify data that can be gathered and suggest questions that can be answered using a given data set.

manipulate text, underline text, centre text, change font and size and save text to a folder

select, download, import and export media, including the use of copy and paste.

…collect data and identify where it could be inaccurate.

Interpret, present and draw conclusion from the data I have collected.

Capture images and audio on a range of digital devices, understanding the inputs and outputs needed to play and record.

choose appropriate tools to edit selected media, evaluating the impact of my publication.

…plan, create and search a database to answer questions.

Computer Science — Communication & Networks, Programming, Algorithms, Hardware & Processing, Information Technology, Data