



DIGITAL LITERACY: EARLY YEARS

KEY ASSESSMENT CRITERIA

Self-image and Identity:

I know that being on-screen is different to real life

Online relationships:

I recognise that people can talk to each other using technologies

Online reputation:

I can talk about different types of information on the internet, e.g. pictures / text / video

Online bullying:

I know that people can be kind, or might be unkind, online

Managing online information:

I can use, talk about or read different on-screen programs, pictures, stories or information

Health, well-being and lifestyle:

I can talk about the difference between activities that are online or offline

Privacy and Security:

I can talk about trusting people (e.g. parents, teachers)

Copyright and ownership:

I know that work I create belongs to me.

AVAILABLE TEACHING RESOURCES

[Smartie the Penguin](#) and [Digiduck books](#) have been available for a number of years, yet remain accessible and relevant. Smartie the Penguin now features a Time to Chat presentation that can work well for leading class discussion. Digiduck has an activity pack that you may find useful for extending the learning back into the classroom. The stories and activities can be worth revisiting throughout the year at opportune moments.


As ever, presenting videos and storybooks to children at a point in the day where there is enough time to consider their comments and questions is the best way to plan for careful use of e-safety materials. More info from Childnet [here](#).

Project Evolve from SWGFL contains a huge toolkit of teaching resources that refer directly to the 8 strands and key assessment criteria (shown in blue on the left).

It is well worth registering for free access to the project here:

<https://projectevolve.co.uk/>

ASSESS CHILDREN'S KNOWLEDGE AND TARGET GAPS

 <p>PROJECT EVOLVE</p> <p>Knowledge Map</p> <p>Map Student Understanding & Plan Lessons</p>	<p>Project Evolve also contains a Knowledge Map section whereby teachers can quickly create a question structure related to the 8 strands (shown in blue on the left).</p>
<p><i>Such question sets can be set up as an independent task for children, or as a 'guided' task that can be completed and discussed together as a whole class – more likely to be appropriate for the youngest children and those without independent reading skills.</i></p> <p><i>Such a task should inform a teacher as to where gaps in children's understanding exist. Referring back to the Project Evolve toolkit, tasks and activities could then be chosen to fill such gaps in knowledge</i></p>	

RELATING TO OTHER CURRICULUM AREAS

Digital Literacy should be interwoven into other areas of learning across the curriculum. It is worth making time for such ideas to become key parts of learning for children, when this can be easily incorporated into a teaching sequence.