

DIGITAL LITERACY: YEAR 1

CURRICULUM MILESTONES

Self-image and Identity:

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.

Online relationships:

I can recognise some ways in which the internet can be used to communicate.

Online reputation:

I can describe what information I should not put online without asking a trusted adult first.

Online bullying:

I can describe how to behave online in ways that do not upset others

Managing online information:

I can identify devices I could use to access information on the internet.

Health, well-being and lifestyle:

I can explain rules to keep us safe when we are using technology both in and beyond the home.

Privacy and Security:

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

Copyright and ownership:

I can name my work so that others know it belongs to me.

AVAILABLE TEACHING RESOURCES


Remember that this aspect of the curriculum could be covered in PSHE, as well as in Computing. Delivering lessons at a point when there is enough time to consider their comments and questions is the best way to plan for careful use of e-safety materials.

Jesse and Friends from Think U Know: A quality CEOPs resource. For Year 1 children, you can recap on [Smartie the Penguin](#) and [Digiduck books](#), before then moving onto just the 1st video of Jesse and Friends, called 'Watching Videos'. Videos 2 and 3 are tackled in year 2. Do watch and consider the video before delivering to children. If you are concerned that the video might 'spook' your class of children a little more than you would like, the storybook file ([at the bottom of the page](#)) may be a better way to proceed.

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). [Register here](#).

An outline of applicable lessons, covering the objectives on the left, [can be found here](#).

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. You will see that areas of digital literacy are referred to in other units of work across this Computing curriculum.