


Digital Literacy & Citizenship

A free scheme of learning available at www.swgfl.org.uk/digitalliteracy



Age Category	Common Sense Media Unit	Resources	Curriculum Opportunities
<p>Yr2</p> 	<p>1</p> <p><u>Staying Safe Online</u></p> <p>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them</p>	<p>Childnet - Smartie the Penguin - ebook</p> <p>Childnet - Digiduck e-book</p> <p>Disney - Don't be in the dark Online safe surfing game</p> <p>AVG – Magda and Mo Free E-book about information online</p> <p>Further lesson idea: Create a top websites league table and use the information to help to update their school website links</p>	<p>Literacy – Non-fiction Information texts</p> <p>ICT - to use text, tables, images and sound to develop their ideas, how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds</p> <p>Idea: Create a top websites league table and use the information to help to update their school website links</p>

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<p>Yr2</p> <div data-bbox="98 443 318 539"> </div> <div data-bbox="98 549 318 644"> </div>	<p>2</p> <p><u>Follow the Digital Trail</u></p> <p>Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.</p>	<p>Childnet – What should you keep safe?</p> <p>BBC – Saxon Monk – Internet Videos are forever Horrible histories video</p> <p>ICO – Personal information and information rights Lesson plans and resources</p> <p>CEOP – Welcome to the carnival Hector’s World cartoon about personal information</p> <p>Further lesson idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer?</p>	<p>PSHE – SEAL – Relationships Identify and respect the differences and similarities between people.</p> <p>SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p>Idea: Whole class circle time - Who would I/you share my/your information with? A photo? Your name? Your address? Birth date? Preferences? Password? Email address? Telephone number? Favourite football team? Favourite singer?</p>

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<p data-bbox="188 373 232 399">Yr2</p> <div data-bbox="98 443 318 539"> </div> <div data-bbox="98 552 318 643"> </div>	<p data-bbox="479 373 501 399">3</p> <p data-bbox="376 448 607 528"><u>Screen out the Mean</u></p> <p data-bbox="353 584 624 871">Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p>	<p data-bbox="656 384 954 410">Cybersmart - Cyberbullying</p> <p data-bbox="656 429 864 451">Teachers resources</p> <p data-bbox="656 520 1122 545">Kidscape – links to Cyberbullying resources</p> <p data-bbox="656 612 1133 638">UK Safer Internet Centre Safer Internet Day</p> <p data-bbox="656 695 1328 871">Further lesson idea: How does it feel? Use an online digital imagery tool such as <i>photostory</i>, <i>animoto</i> or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident. (Free but you need to create an account.)</p>	<p data-bbox="1422 339 2047 475">PSHE – SEAL – Say no to bullying to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p data-bbox="1422 528 1805 553">Literacy – Non Fiction – persuasion.</p> <p data-bbox="1422 603 2085 663">ICT - Developing ideas and making things happen, to use text, tables, images and sound to develop their ideas.</p> <p data-bbox="1422 715 2096 850">Idea: How does it feel? Use an online digital imagery tool such as photostory, animoto or http://edu.glogster.com/ to create an eposter to depict how it feels to be the victim of a bullying incident.</p>

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<p>Yr2</p> 	<p>4</p> <p><u>Using Keywords</u></p> <p>Pupils understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>	<p>SWGfL - Swiggle Education search engine and resource site for children</p> <p>Google – Safesearchkids Search engine for children</p> <p>Common Sense Media - Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum</p> <p>Further lesson idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use <i>swiggle</i> to carry out safer searches, compare usefulness of results to those of a general search engine such as <i>google</i>.</p>	<p>Literacy – Non-fiction texts</p> <p>Idea: Create a class top trumps game, e.g. each pupil is allocated a country and must locate key information such as longest river, highest mountain, population and tallest building. You could use swiggle to carry out safer searches, compare usefulness of results to those of a general search engine such as google.</p>

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<p>Yr2</p> 	<p>5</p> <p><u>Sites I Like</u></p> <p>Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.</p>	<p>CEOP - Hector's World Cartoons and teacher resources</p> <p>Netsmartz - Delivery for webster - ebook</p> <p>Common Sense Media - Choosing a Search Site Lesson plans from a previous version of CSM Digital Literacy and Citizenship Curriculum</p> <p>AVG - Magda and Mo E-book about appropriate websites</p> <p>Further lesson idea: Play likes and dislikes "stations" – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.</p>	<p>PSHE – SEAL – Relationships. Recognise what they like and dislike.</p> <p>EYFS Personal, social and emotional development Shows an interest in classroom activities through observation or participation. Is confident to try new activities, initiate ideas and speak in a familiar group</p> <p>Idea: Play likes and dislikes "stations" – several options are presented, pupils move around the room to their most or least favourite option, e.g. colours, pastimes, animals and sports. Invite pupils to explain their choices and persuade others to join them.</p>