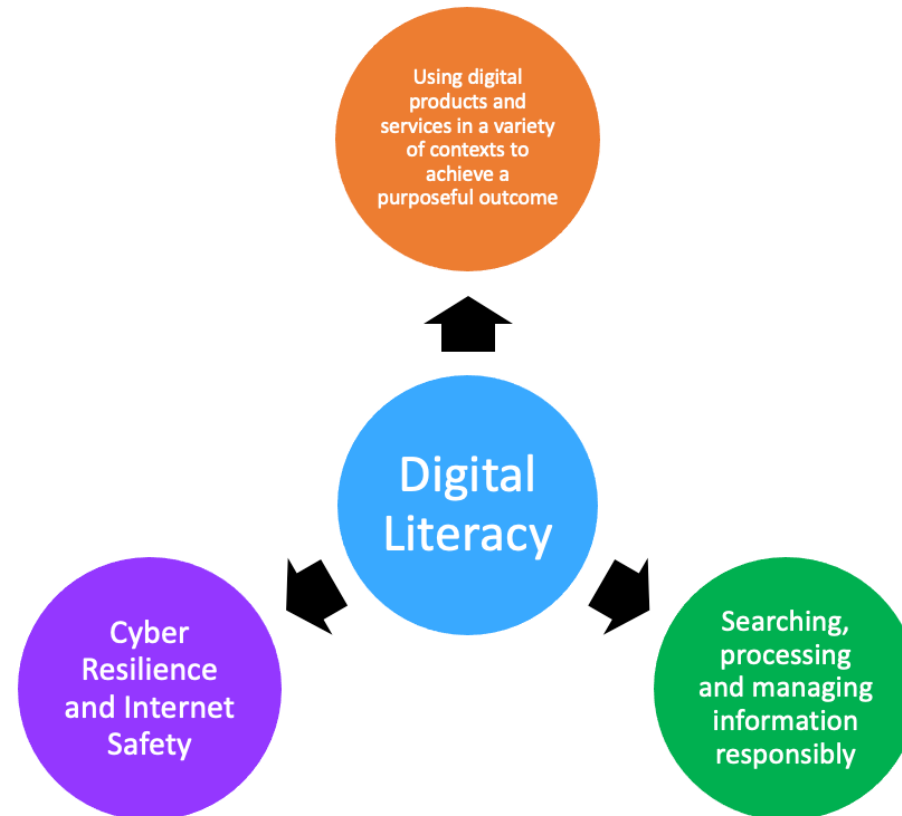
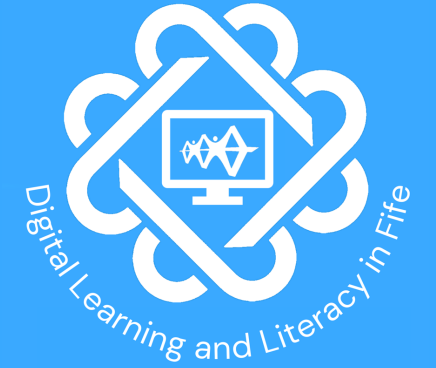


Digital Literacy Early Level



Early Level Digital Literacy



Curriculum Organiser	Experiences and Outcomes	Benchmarks
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a	<ul style="list-style-type: none"> • Recognises different types of digital technology. • Identifies the key components of different types of digital technology. • Logs on to a preferred device with a given password. • Identifies icons for different applications. • Opens and close a pre-saved file. • Identifies and consistently use the close icon. • Uses digital technologies in a responsible way and with appropriate care.
Searching, processing and managing information responsibly	I can use digital technologies to explore how to search and find information. TCH 0-02a	<ul style="list-style-type: none"> • Identifies and uses images and key words when searching for specific information. • Demonstrates an understanding of how information can be found on websites as text, audio, images and video. • Demonstrates an understanding of how they should not use materials owned by others without permission.
Cyber resilience and internet safety	I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a	<ul style="list-style-type: none"> • Demonstrates an understanding of appropriate behaviour and language in the digital environment. • Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.

Early Level Using Digital Products



Experiences and Outcomes	Benchmarks
<p>I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.</p> <p>TCH 0-01a</p>	<ul style="list-style-type: none"> • Recognises different types of digital technology. • Identifies the key components of different types of digital technology. • Logs on to a preferred device with a given password. • Identifies icons for different applications. • Opens and close a pre-saved file. • Identifies and consistently use the close icon. • Uses digital technologies in a responsible way and with appropriate care.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none"> • Daily use of devices in the classroom. • Navigating to and opening/closing applications on devices in the classroom. • Use stop frame animation applications to record a simple video of toys moving. • Create a class digital charter to promote responsible use. • Use online platforms to build fluency with keyboard and mouse/touchpad/ touch screen skills. • Use tiles on a Glow launchpad to access specific sites. • Developing digital skills to use across the curriculum. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none"> • Application (app) - A computer program that performs specific tasks on a computer • File(s) - A collection of data considered as a unit – maybe a document (as for a computer) • Keyboard - An input device used to type letters, numbers and commands into a computer • Mouse - A small hand-operated input device used for computer (as to control cursor movement on the display screen) • Software - Any of the programs that are written to operate a computer • Username - A sequence of characters that identifies a user when logging onto a computer or website —called also user ID <p>For the full glossary at Early Level, click here.</p>

Early Level Using Digital Products



Explains why technology equipment is being used in a particular manner.

Uses digital technologies in a responsible way and with appropriate care.

Contributes to and participates in a class/school digital charter for using devices responsibly.

Identifies the key components of different types of digital technology.

Names the parts of a computer or other device (e.g. monitor, keyboard, mouse, screen).

Recognises different types of digital technology.

Uses vocabulary such as tablet device, mobile, phone, camera, laptop to identify different devices.

Explores different types of digital technology in the school and home environment.

Consistently logs out and/or shuts down a device properly when appropriate.

Logs on to Glow with appropriate support.

Logs on to a preferred device with a given password.

Demonstrates how to start up a device properly.

Describes different technologies that require passwords/codes for access.

Demonstrates how to share work with others, e.g. print and save and find work, with some help.

Opens and close a pre-saved file.

Explains why it is important to save work on a device.

Plans and makes a simple animation using still images.

Uses a device to record experiences e.g. typing, taking a photograph, recording my voice, digital drawing, recording a video.

Identifies and consistently use the close icon.

Identifies icons for different applications.

Locates the appropriate icon for an application and use it to launch the application.

Identifies commonly used keys on the keyboard e.g. letters, numbers, spacebar, enter/return.

Explores using a range of keyboards, both physical and digital and express a preference.

Uses a mouse/trackpad/touch screen to control the pointer, select icons, click and scroll.

Explores using a mouse/trackpad/touch screen on a range of devices and express a preference.

Early Level Searching Information



Experiences and Outcomes	Benchmarks
<p>I can use digital technologies to explore how to search and find information.</p> <p>TCH 0-02a</p>	<ul style="list-style-type: none">• Identifies and uses images and key words when searching for specific information.• Demonstrates an understanding of how information can be found on websites as text, audio, images and video.• Demonstrates an understanding of how they should not use materials owned by others without permission.
What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none">• Daily use of devices in the classroom.• Access browsers on a range of devices e.g. Windows PC, iPads, Chromebooks, etc with appropriate supervision.• Searching for information related to current learning.• Developing digital skills to use across the curriculum. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none">• Browser - A computer program providing access to information on a network and especially to websites• Copyright - The legal right to be the only one to reproduce, publish, or sell the contents and form of a literary, musical, or artistic work• Internet - A communications system that connects computers and computer networks all over the world• Website - A group of World Wide Web pages usually containing links to each other and made available online by an individual, company, or organisation <p>For the full glossary at Early Level, click here.</p>

Early Level Searching Information



Begins to identify the owners of materials on the Internet e.g. personal photos, corporate logos, artist work.

Identifies and uses images and key words when searching for specific information.

Demonstrates an understanding of how they should not use materials owned by others without permission.

Explains how to filter search results for images and videos.

Demonstrates an understanding of how information can be found on websites as text, audio, images and video.

Identifies commonly used search engines that can be used on a range of Internet browsers.

Identifies the main features of an Internet browser and explain how these look different on a range of devices.

Identifies commonly used Internet browsers and locates their icon on a device.

Explores how to find information online using an Internet browser.

Early Level Cyber Resilience and Internet Safety



Experiences and Outcomes	Benchmarks
I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a	<ul style="list-style-type: none">• Demonstrates an understanding of appropriate behaviour and language in the digital environment.• Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.

What the learning may look like in Fife	Glossary of terms
<ul style="list-style-type: none">• Daily use of devices in the classroom.• Using stories such as Digi Duck to explore Cyber Resilience and Internet Safety.• Relate traditional stories to digital behaviours, eg. Little Red Riding Hood shows individuals disguising their identity, Goldilocks demonstrates individuals using things that belong to others, etc.• Technology Hospitals for toys/devices that are not working properly.• Taking part in events such as, Safer Internet Day.• Link with Health and Wellbeing. <p>Visit the Digital Literacy Progression site for further ideas and resources.</p>	<ul style="list-style-type: none">• Browser - A computer program providing access to information on a network and especially to websites• Internet - A communications system that connects computers and computer networks all over the world• Password - A secret series of numbers or letters required for access to a computer• Website - A group of World Wide Web pages usually containing links to each other and made available online by an individual, company, or organisation <p>For the full glossary at Early Level, click here.</p>

Early Level Cyber Resilience and Internet Safety



Contributes to and participates in a class/school digital charter for using the Internet and class devices responsibly.

Demonstrates an understanding of appropriate behaviour and language in the digital environment.

Compares appropriate online behaviours with those in the real world.

Identifies ways to stay safe when exploring, playing and communicating using the Internet.

Keeps a password safe and doesn't share it with others even when asked.

Demonstrates an understanding of the importance of passwords and passcodes for example access to school building.

Demonstrates resilience when using a device and accessing the Internet e.g. when it does not operate in the way expected.

Begins to identify what personal information should and should not be shared on the Internet.

Explores how people communicate using the Internet.

Explores the importance of the terms 'internet safety' and 'cyber resilience' and how these can be interpreted differently by others.