



Skills Map for Digital Literacy & Communication

Computing

'We problem solve, we create, we communicate with the world in order to live life in all its fullness.'

Early Years

Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> To explore and interact with their environment (using a camera to take photos, using an iPad to record videos). To recognise simple icons, buttons or shortcuts. To use appropriate icons, buttons or shortcuts to complete and action. To explore the functions of a simple programming tool. To begin to plan and test instructions. 	<ul style="list-style-type: none"> To use available applications and software to create original content. 	<ul style="list-style-type: none"> To collect information using ICT (e.g. photographs, voice recordings, text.) To recognise and use simple keyboard commands (space bar, enter, delete and backspace.) To input collected material into simple applications and programs. To understand the appropriate vocabulary to equipment available. <p>E-safety</p> <ul style="list-style-type: none"> To understand how to identify age appropriate content. To act if they find something they are unsure of.

Greater Depth

Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> Evaluate a set of instructions. 	<ul style="list-style-type: none"> Save and retrieve their original content. 	<ul style="list-style-type: none"> Use the keyboard for a purpose.



Compassion, Hope, Reverence, Wisdom

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Year 1

<i>Problem Solving and Logical Thinking</i>	<i>Creative Content</i>	<i>Digital Literacy</i>
<ul style="list-style-type: none"> • To create a simple series of instructions – left and right. • To record their routes. • To understand forwards, backwards, up and down. • To put two instructions together to control a programmable device. • To begin to plan and text their instructions. 	<ul style="list-style-type: none"> • To create original content using digital technology. • To use digital technology to store and retrieve content. <p>E-safety</p> <ul style="list-style-type: none"> • To know that personal information should not be shared online. • To act if they find something they are unsure of (including people who can help; minimising screen; online reporting using school system etc). 	<ul style="list-style-type: none"> • To recognise the different forms of digital communication (e.g. email address, twitter handle etc) • To understand the appropriate vocabulary according to equipment available. • To develop awareness and use of keyboard layout and use navigation skills appropriately (e.g. backspace, enter, spacebar, mouse). •
<i>Greater Depth</i>		
<i>Problem Solving and Logical Thinking</i>	<i>Creative Content</i>	<i>Digital Literacy</i>
<ul style="list-style-type: none"> • Begin to plan and test their instructions. 	<ul style="list-style-type: none"> • Use digital technology to organise and edit content (e.g. data in a graph, editing images.) 	



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Year 2

Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> • To predict the outcomes of a set of instructions. • To program using sequences of instructions to implement an algorithm. • To create an algorithm for your partner to debug. • To test and amend a set of instructions. 	<ul style="list-style-type: none"> • To find information on a website. • To use a web page as a resource. • To experiment with drawing tools, text, pictures and animation to create content (e.g. presentation, eBook) • To create content (e.g. presentation, video, animation) in a small group and record the narration. <p>E-safety</p> <ul style="list-style-type: none"> • To recognise advertising on websites and learn to ignore it. • To begin to evaluate websites and know that everything on the internet is not true. 	<ul style="list-style-type: none"> • To communicate safely online (e.g. reply to email, respond to tweet) • To create, edit and format text (insert/delete words, use bold/italics/underline.)
Greater Depth		
<ul style="list-style-type: none"> • Appreciate that some algorithms are more efficient than others. • Consider when digital technology leads to improvements of has the potential to make things worse. 		



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Year 3

Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> • To experiment with variables to control models. • To give an on-screen robot directional instruction (e.g. 90/45 degree turns). • To write more complex programs (leading to varying outcomes) • To understand input and output. 	<ul style="list-style-type: none"> • To use editing software to manipulate media (e.g. crop, add effects, manipulate audio). • To combine text, images and sounds and show awareness of audience. <p>E-safety</p> <ul style="list-style-type: none"> • To recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new. 	<ul style="list-style-type: none"> • To open and send an attachment • To find relevant information by browsing a menu. • To search for an image, then copy and paste it into a document. • To copy and paste text into a document. • To know how to manipulate text (e.g. underline text, centre text, change font and size.) • To save files (e.g. word doc, pictures to an appropriate folder.

Greater Depth

- Recognise the impact of keyword choice on search engine results (e.g. results ranked according to relevance.)
- Evaluate content (created/researched) against a given goal.



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Year 4

Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> • To use repeat instructions to draw regular shapes on screen, using commands. • To experiment with variables to control models. • To make turns specifying the degrees. • To make accurate predictions about the outcome of a program they have written. • To give an on-screen robot specific directional instructions that takes them from x to y. 	<ul style="list-style-type: none"> • To capture images using a range of devices (e.g. webcams, screen capture, scanning, visualiser and internet). • To select media to download, import or export. • To copy graphics from a range of sources and paste into a desktop publishing program. • To insert media into a presentation (image, video, audio). • To know how to manipulate text, underline text, centre text, change font and size and save text to a folder. • To create a presentation that is aimed at a specific audience. <p>E-safety</p> <ul style="list-style-type: none"> • To recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy. • To understand the need for caution when using an internet search for images and what to do if they find an unsuitable image. 	<ul style="list-style-type: none"> • To identify the benefits of ICT to send messages and to communicate. • To use the automatic spell checker to edit spellings. • To use a search engine to find a specific website. • To know how to manipulate text (e.g. underline text, centre text, change font and size. • To navigate using an internet browser (e.g. use tabbed browsing to open two or more web pages at the same time, open a link to a new window.)

Greater Depth

- Design and create content on a computer in response to a given goal, paying attention to the needs of a known audience.
- Give reasons for errors in programs and explain how they have corrected these.
- Explain an algorithm using sequence, repetition and selection in their own words.



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Year 5/6

Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> To explain how an algorithm works. To detect errors in a program and correct them. To explore 'what if' questions by planning different scenarios for controlled devices. To use input from sensors to trigger events (Wedo Lego, Makey Makey) To design, write and debug their own computer control application. 	<ul style="list-style-type: none"> To explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc) To add special effects to alter the appearance of a graphic. To be able to 'save as' gif or jpeg wherever possible to make the file size smaller (for email or downloading) To make an information poster using graphic skills to good effect. To present a film for a specific audience and then adapt same film for a different audience. To create a sophisticated multimedia presentation. <p>E-safety</p> <ul style="list-style-type: none"> To understand that some material on the internet is copyrighted and may not be copied or downloaded. To recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing) To understand that some malicious adults may use various techniques to make contact and elicit personal information. 	<ul style="list-style-type: none"> To conduct a video chat with someone elsewhere in the school or in another school. To contribute to discussions online. To use a search engine using keyword searches. To choose the correct page set up option when creating a document confidently. To use confidently, text formatting tools, including heading and body text. To use complex searches using such as '+' 'OR' 'Find the phrase in inverted commas'
Greater Depth		
<ul style="list-style-type: none"> Incorporate graphics where appropriate, using the most effective text wrapping formats. Compare the information provided on two tabbed websites looking for bias and perspective. Check and refine a series of instructions. 		