

Digital Literacy

Key Stage 1

National Curriculum

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Definition:

To be digitally literate is to be able to **engage the connections and communications possibilities of digital technologies**, in their capacity **to generate, remix, repurpose, and share new knowledge** as well as simply deliver existing information.

Core Open Resource:

Common Sense Media

	Year 1	Year 2
Online Safety	<p>To compare how staying safe online is similar to staying safe in the real world.</p> <p>To explain rules for traveling safely on the internet.</p> <p>To learn why it's important to be aware and respectful of people while using devices</p> <p>To learn the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions</p> <p>To know when and why to take breaks from device time.</p> <p>To consider the feelings of people around them, even when engaged in fun online activities.</p> <p>To know strategies if something inappropriate is seen on a website and/or digital device</p> <p>To understand that passwords should be kept private</p>	<p>To recognize the different kinds of feelings they can have when using technology.</p> <p>To know what to do when they don't have a good feeling when using technology.</p> <p>To understand the importance of being safe, responsible, and respectful online.</p> <p>To learn the "Pause & Think Online" song to remember basic digital citizenship concepts.</p> <p>To understand that being safe online is similar to staying safe in real life.</p> <p>To learn to identify websites and apps that are "just right" and "not right" for them.</p> <p>To know how to get help from an adult if they are unsure about a website.</p> <p>To know about the risks of advertising or pop-up windows</p> <p>To can keep passwords secret</p>
Online Literacy	<p>To discover that the internet can be used to visit faraway places and learn new things.</p> <p>To access a website and navigate around it</p> <p>To begin to evaluate web sites by giving opinions</p> <p>To publish work online</p>	<p>To use a search engine to find information using agreed key words</p> <p>To navigate to a website by entering a simple web address</p>
Copyright	<p>To own work by adding name and date</p> <p>To respect the work of others stored on a shared drive (online)</p>	
Quality of Information	<p>To know that online communication is not always true</p>	<p>To understand that some information online may be untrue</p>

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Adapted by Islington Schools September 2020

from original document by M Boylan (@ictlinks) November 2019, supported by information from Jane Waite & CAS

Image Designed by pikisuperstar / Freepik

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

Technology Enhanced Learning:

At all Key Stages, information and communication technology should be used to **enhance teaching and learning right across the curriculum**: this is often called Technology Enhanced Learning (TEL). When there is a clear focus on learning rather than technology.

Naace/CAS joint guidance, 2013

Discrete introductions to tools should be provided in the first instance, to ensure best use.

	Year 1	Year 2
Creating, Organising, Storing, and Retrieving	To use a keyboard effectively To use a word bank for help and use online spelling tools To begin to explain reasons choices to a teacher or talk partner To save work to the appropriate location To begin to retrieve work To print work and pictures To understand that technology can help to create and edit a range of document styles CONSIDER INCLUDING: To switch on a computer & log in successfully More detail needed for word processing E.g. create a new document & include text	To word process short pieces of text including the use of formatting tools To save, print, retrieve and edit my work To find my work to open or print it To use and add to a branching database to find objects using Yes/No questions CONSIDER INCLUDING: To use a mouse in different ways
Creating & Manipulating Digital Images: Drawing, Photo & Video	To create/edit an image using a range of 'tools' both on and offline To add text to photographs and pictures CONSIDER INCLUDING: Taking digital photos and recording video	I can create/edit an image using a range of 'tools' both on and offline including 'undo' and 'redo' CONSIDER PROGRESSION FOR: Drawing images, digital photos and video
Digital Audio	To create audio using digital instruments and recordings	CONSIDER PROGRESSION
Data	To make a pictogram and understand what it shows	I can add information to a table and use this to create graphs/bar charts I can use a data logger and sensors with support
Technology	To recognise how technology is used at home and at school To identify a computer and its main parts To create rules for using technology responsibly	CONSIDER PROGRESSION

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Computer Science

Definition:

Computer science & computational thinking allows us to develop skills and techniques to help us solve problems effectively, **with** or **without** the aid of a computer.

Computational thinking is not thinking like a computer – computers are not capable of thought. Rather, **it is learning to think in ways which allow us, as humans, to solve problems more effectively** and, when appropriate, use computers to help us do so.

Core Open Resource:
Barefoot Computing

National Curriculum

Key Stage 1

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Year 1	Year 2
<ul style="list-style-type: none"> To physically follow instructions and give others instructions to move around To predict outcomes from sequences To begin to identify an algorithm to achieve a specific purpose To create an algorithm to execute a program on digital devices To begin to predict what will happen for a short sequence of instructions in a program To begin to use software to create movement and patterns on a screen To use computer science vocabulary accurately To create a series or sequence of precise instructions (program) To identify mistakes (bug) To modify my instructions (debug) To record a sequence of instructions in a common format To identify electronic machines and begin to realise there is a program behind every control on a machine 	<ul style="list-style-type: none"> To physically follow instructions including turns (right angle) To create an algorithm for a specific purpose To sequence and program a digital device specifying distance and turns, and drawing a trail To predict what will happen and test results To use software to create movement and patterns on a screen To talk about similarities and differences between physical devices and onscreen robots To use the word debug to correct any mistakes and explain what I have done To experience a range of control devices such as a microscope, sound recorders, cameras and other devices To use the repeat command when programming a digital device To use the repeat block to control an on-screen sprite To enter instructions using the mouse and the keyboard

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Computational Thinking

Abstraction
Logical Thinking
Algorithmic Thinking
Pattern Identification
Decomposition
Evaluation



Approaches

Use Modify Create	FAQ	Support Cards	Limited Blocks
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Continuum of Scaffolding

Copying Code	Targeted Tasks	Shared Programming	Guided Exploration	Projects	Tinkering
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Process of Development

Use computational thinking to:

- Analyse the problem
- Design a solution
- Creating an algorithm

Implement as Code:
Transfer ideas to a programming language on a computer

Programming

Animating my name

Make each letter jump at different heights.
Choose my favourite background.
Choose a different colour for each letter.

Algorithm
Each Letter Jumps at different heights
Commands I might need

Handwritten name 'Anna' with small code blocks (move, jump, change background) placed next to each letter.

Screenshot of a Scratch project titled 'Animating Anna' showing the name 'Anna' on screen with code blocks for movement and appearance.

PRIMM:

- Predict
- Run
- Investigate
- Modify
- Make

Levels of Abstraction:

- Task
- Design (including algorithms)
- Code
- Running the Code