

Progression Map – Computing (Digital Literacy Strand)

Digital literacy involves children in becoming competent and confident users of ICT, beginning to understand how IT systems work and learning how to behave and stay safe in a digital and, especially, online world. It is sub-divided into using software applications, technical understanding and online communication and social awareness. Using software applications includes much of what had constituted the previous ICT curriculum but, necessarily, in broader terms. Using software to collect and analyse data or develop and express ideas are found here. Technical understanding involves developing an awareness of the place of IT in our lives and some knowledge of how technologies such as computer networks and the world wide web operate. Online communication and social awareness addresses areas such as online citizenship, e-safety and evaluating web-based information sources.

<i>Sub-strands</i>	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Using software applications	<ul style="list-style-type: none"> ▪ choose a device for a purpose ▪ open and close software and navigate within it, using buttons and other controls ▪ use software to create texts, pictures and pictograms ▪ display their work and talk about what they have done 	<ul style="list-style-type: none"> ▪ use software to present information for a purpose in a variety of forms ▪ use common software features when communicating their ideas ▪ present information they have collected ▪ compose questions to interpret presented information and explain their understanding 	<ul style="list-style-type: none"> ▪ use software to create or combine appropriate media in order to communicate effectively ▪ use software to save and represent collected data in a prepared format and discuss what it shows ▪ retrieve work and continue to develop it ▪ discuss how they might change or improve their work 	<ul style="list-style-type: none"> ▪ plan and present simple publications combining different media with the purpose of conveying a message effectively ▪ demonstrate an awareness of audience when describing their work ▪ enter and organize collected data to answer questions, interpret information and draw conclusions ▪ review their own work and comment on how it might be changed or improved 	<ul style="list-style-type: none"> ▪ select from a range of digital tools, showing an awareness of the strengths of each, to create and edit presentations independently ▪ use software to create appropriate documents or media for different audiences ▪ contribute to the design of data collection sheets and then collect and organise a data set to answer specific questions and to draw conclusions ▪ check data for accuracy, correct errors and answer questions about whether conclusions are plausible ▪ assess their own and others' work 	<ul style="list-style-type: none"> ▪ develop and refine the presentations using a range of applications to edit and combine digital media demonstrating an awareness of purpose and audience ▪ understand common forms and conventions in communicating and be able to use them in their own work ▪ in investigations, design and use an appropriate data handling structure to answer questions and draw conclusions ▪ check data for validity and consistency, recognizing that poor quality information leads to unreliable results ▪ evaluate and make judgments on the effectiveness of their own and others'



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						publications and presentations
Technical understanding	<ul style="list-style-type: none"> know the main features of a computer keyboard, mouse and other digital devices identify and know the purpose of a range of digital tools at home and in the wider community recognize that information is available from a range of sources 	<ul style="list-style-type: none"> use a keyboard appropriately to enter and edit text select and manipulate text and objects using a mouse or equivalent recognize that the internet enables them to gain access to activities and information at school, at home and elsewhere purposefully search for information from a variety of media sources 	<ul style="list-style-type: none"> recognise and explain common features of web and email addresses use hyperlinks to view related content compare online forums with discussions that take place in the classroom begin to use search technologies effectively by employing simple techniques to achieve more specific and relevant results 	<ul style="list-style-type: none"> distinguish between a private network and the internet understand that web pages use codes to control the appearance of content and recognise some of the more common HTML tags recognise that personal identities can be hidden, and that people they meet online may not be who they say they are 	<ul style="list-style-type: none"> distinguish between the parts of a computer network and the services that it can provide know that a computer network enables computers to share services use common network services appreciate how information can be transmitted 	<ul style="list-style-type: none"> describe the purpose of key computer network and internetwork features appreciate how web search results are selected and ranked be discerning in evaluating the source/location of digital content
Online communication and social awareness	<ul style="list-style-type: none"> know the main features of a computer keyboard, mouse and other digital devices identify and know the purpose of a range of digital tools at home and in the wider community recognize that information is available from a range of sources 	<ul style="list-style-type: none"> use internet services to safely communicate and collaborate, using email to compose and reply to messages and contributing to class discussion forums show the same awareness of others and appropriate behaviour when communicating online as would be expected in other, more familiar, situations know where to go for help and support, at school and at home, when they have concerns about content or contact on 	<ul style="list-style-type: none"> recognise that websites can be used to persuade and influence as well as inform identify safe and reputable information sources participate in a range of online collaboration activities and recognise the implications of sharing information in this way describe straightforward ways of avoiding or responding to difficult situations 	<ul style="list-style-type: none"> evaluate the quality of websites and the information they find there use a range of online publishing tools recognising the significant features of different services regularly contribute to online discussions, using appropriate language and showing consideration for other participants know straightforward ways to manage challenging situations 	<ul style="list-style-type: none"> recognize that information online may not be true or may represent a point of view use email socially and for work, demonstrating an understanding of appropriate use in different contexts recognise the difference between their own work and the work of others have an awareness of key features of social networking sites, recognize that such sites may give rise to challenging situations 	<ul style="list-style-type: none"> be discerning in evaluating digital content distinguish between research and copying value intellectual property and acknowledge information sources in their own work use a range of online services to communicate safely and appropriately with others in a variety of contexts, showing an understanding of the relative merits of each



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		the internet			when misused and be aware of effective and appropriate ways of dealing with these	
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The Belham Primary School 2018-19