

Strand	<p>Citizenship – Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.</p>		
Citizenship	Element	With increasing independence learners are able to:	With increasing independence learners are able to:
	Identity, image and reputation	<ul style="list-style-type: none"> distinguish between someone they know and someone they have never met, e.g. <i>this links to personal and social education (PSE)/well-being and would form part of ‘Stranger Danger’ education</i> 	<ul style="list-style-type: none"> recognise that actions have consequences and identify simple rules to keep them safe (offline and online), e.g. <i>classroom rules/charters should incorporate digital and non-digital rules</i> recognise that data can be shared online, e.g. <i>with adult support, find images of themselves and others for instance on the school website/school social media page, etc.</i>
	Health and well-being	<ul style="list-style-type: none"> use digital devices and media with care, e.g. <i>name a variety of digital devices and handle appropriately</i> 	<ul style="list-style-type: none"> talk about everyday use of devices and digital media, e.g. <i>identify a range of media and digital devices from familiar experiences, and make simple observations about their uses</i>
	Digital rights, licensing and ownership	<ul style="list-style-type: none"> add their name to digital work by using initial letter, e.g. <i>type the first initial of their name on a keyboard</i> identify some work that belongs to others, e.g. <i>find a photograph/picture created by a familiar peer/adult</i> 	<ul style="list-style-type: none"> add their name to digital work, e.g. <i>type their first name on a keyboard</i> find the name of the author on digital work
	Online behaviour and cyberbullying	<ul style="list-style-type: none"> identify emotions of others on a range of digital software, e.g. <i>talk about feelings and begin to recognise emotions; consider how actions and words can affect others; realise that behaviour has consequences; identify when they are angry, worried or frightened and know who to ask for help</i> give reasons for likes/dislikes of on-screen activities. 	<ul style="list-style-type: none"> explain how people can connect with others online, e.g. <i>identify forms of communication (including digital)</i> use appropriate words and feelings, e.g. <i>discuss words and feelings that could upset people – link to offline personal and social education (PSE) and well-being work.</i>
Strand	<p>Interacting and collaborating – Through these elements learners will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques successfully.</p>		
Interacting and collaborating	Communication	<ul style="list-style-type: none"> understand that there are different forms of online communication, e.g. <i>e-mail, messaging, video call</i> 	<ul style="list-style-type: none"> talk about different forms of online communication, e.g. <i>e-mail, messaging, video call, and their uses</i>
	Collaboration	<ul style="list-style-type: none"> work together with a partner/partners on a piece of digital work 	<ul style="list-style-type: none"> work together with a partner/partners on a piece of digital work
	Storing and sharing	<ul style="list-style-type: none"> save work by clicking an icon. 	<ul style="list-style-type: none"> save work by clicking an icon and understand that the work can be retrieved.
Strand	<p>Producing – These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of particular importance when creating and producing digital content. It is also essential to recognise however that producing digital content can be a very creative process and this creativity is not intended to be inhibited.</p> <p>Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.</p>		
Producing	Planning, sourcing and searching	<ul style="list-style-type: none"> respond to and ask some questions such as why, what, how and where in relation to the digital task, e.g. <i>in response to questions decide what digital equipment to use</i> navigate through a piece of software using an internal menu to find desired item 	<ul style="list-style-type: none"> identify a success criterion in response to questions, e.g. <i>success criteria may include ensuring the subject is in the middle of the image when taking a photograph</i> find information with a variety of sources, e.g. <i>suggest technology as a source of information and explore familiar image/symbol-based websites or apps</i>
	Creating	<ul style="list-style-type: none"> explore and use different multimedia components in order to capture and use text, image, sound, animation and video 	<ul style="list-style-type: none"> select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video
	Evaluating and improving	<ul style="list-style-type: none"> describe in response to questions some of what has been done in the digital task, e.g. <i>add comments using recording feature in software.</i> 	<ul style="list-style-type: none"> comment on work in relation to a single success criterion, e.g. <i>add comments using recording feature in software.</i>

Strand	<p>Data and computational thinking – Computational thinking is a combination of scientific enquiry, problem-solving and thinking skills. Before learners can use computers to solve problems they must first understand the problem and the methods of solving them.</p> <p>Through these elements learners will understand the importance of data and information literacy; they will explore aspects of collection, representation and analysis. Learners will look at how data and information links into our digital world, and will provide them with essential skills for the modern, dynamic workplace.</p>		
Data and computational thinking	Element	With increasing independence learners are able to:	With increasing independence learners are able to:
	Problem-solving and modelling	<ul style="list-style-type: none"> • complete patterns and sequences • follow a simple sequence of instructions • create one-step instructions and identify the next step 	<ul style="list-style-type: none"> • control devices by giving them instructions • listen to and follow a sequence of instructions from others • create verbal instructions • attempt alternative approaches to solve a problem or achieve a goal
	Data and information literacy	<ul style="list-style-type: none"> • gather data using objects • recognise that there are different types of data, e.g. <i>sort and/or match objects/photographs/symbols</i> • sort familiar objects using set criteria. 	<ul style="list-style-type: none"> • begin to interpret information/data by making direct comparisons, e.g. <i>explain why one group/set is different to another set</i> • classify objects using one criterion • create a simple pictogram using suitable software.