Digital Competence Framework		Progression step 2		
Strand	**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.**			
Citizenship	**Element**	**With increasing independence learners are able to:**	**With increasing independence learners are able to:**	**With increasing independence learners are able to:**
	Identity, image and reputation	• understand that some websites ask for information that is private and personal, *e.g. identify private and personal information and discuss how to handle requests for private information – not disclosing full name, address, date of birth, school*	• understand that information put online leaves a digital footprint or trail, *e.g. explain the meaning of digital footprint and encourage them to think critically about the information they leave online* • identify the steps that can be taken to keep personal data and hardware secure, *e.g. understand usernames and passwords, why we have them and how they are kept safe*	• understand simple rules for sharing images and data, *e.g. understand that photographs cannot be taken of others or shared online without seeking permission first* • use strategies for creating and keeping strong, secure passwords, *e.g. three to four random words joined together or using capitalisation and numbers*
	Health and well-being	• use digital devices within a controlled environment, time and context, *e.g use for a given time limit and specified outcome*	• begin to identify and explain the advantages and disadvantages of digital media and devices on their lives, *e.g. on their physical and mental well-being*	• acknowledge age restrictions and suitability of digital media and devices, *e.g. locate and begin to understand PEGI ratings and age restriction guidelines* • identify physical and emotional effects of playing/watching inappropriate content/games
	Digital rights, licensing and ownership	• add their name and the date to work they have created, *e.g. type their first name and surname and add a date to pieces of work*	• add their name and the date to work they have created and give reasons why this is important, *e.g. type their first name and surname, add a date to pieces of work and orally provide reasons for doing so*	• explain how giving credit is a sign of respect • explain when and how it is acceptable to use the work of others
	Online behaviour and cyberbullying	• simply explain that digital technology can be used to communicate and connect with others locally and globally, *e.g. text, image, photographs, video, newsletters, e-mail, web services* • begin to identify similarities and differences between online and offline communication, *e.g follow same rules when communicating face-to-face and online* • use appropriate words and feelings, *e.g. discuss words and acts.*	• use digital technology to communicate and connect with others locally and globally, *e.g. text, image, photographs, video, newsletters, e-mail, web services* • interact appropriately with others, *e.g. follow the same rules when communicating face-to-face and online.*	• explain the similarities and differences between offline and online communications, *e.g. follow the same rules when communicating face-to-face and online; discuss how online communication can be misinterpreted* • compose clear and appropriate messages in online communities • identify different forms of bullying, including cyberbullying, and suggest strategies for dealing with it, *e.g. screenshot, block, report.*
Strand	**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.**			
Interacting and collaborating	**Communication**	• contribute to a whole-class or group online communication, *e.g. e-mail or video call*	• send a simple online communication from a single user account, *e.g. e-mail (ensuring address is typed accurately) or video call*	• exchange simple online communication, *e.g. e-mail or video call* • explain the advantages of communicating electronically, *e.g. time saving (especially covering large distances almost instantly), resource saving, cost effectiveness, able to have multiple users from different countries communicating simultaneously, content is easily shared/saved/stored/tagged*
	Collaboration	• collaborate with a partner on a piece of digital work	• use an online collaborative platform to create or edit a file, *e.g. word processing, presenting tools, spreadsheets*	• use an online collaborative platform to create or edit a file, *e.g. word processing, presenting tools, spreadsheets*
	Storing and sharing	• save work using a familiar word as a filename, *e.g. child's name/keyword,* and understand that the work can be retrieved.	• save work using an appropriate file name, *e.g. child's name and simple title* • use an icon to open a saved file.	• save files to a specific location using an appropriate file name, *e.g. select a file name that would be searchable at a later date* • understand the importance of saving work periodically to avoid losing work.

Mae'r ddogfen yma hefyd ar gael yn Gymraeg. This document is also available in Welsh.

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Digital Competence Framework		Progression step 2		
Strand	**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.** **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.**			
	Element	**With increasing independence learners are able to:**	**With increasing independence learners are able to:**	**With increasing independence learners are able to:**
Producing	**Planning, sourcing and searching**	• identify some success criteria in response to questions, *e.g. choose appropriate colour and add title to video* • use text when searching for information/media (image, video, sound) and use an internet browser independently, *e.g. open web browser and type in one keyword for a search*	• plan how to complete a digital task in relation to identified success criteria • use keywords to search for specific information to solve a problem, *e.g. type keywords into a search engine and explain how their choice of website helps to solve the problem*	• use identified success criteria as a plan for completion of a digital task • develop strategies for finding information using different keywords and techniques, *e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources*
	Creating	• select appropriate software to complete given tasks in order to use text, image, sound, animation and video	• create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks	• create and edit multimedia components • organise a range of text, image, sound, animation and video for selected purposes
	Evaluating and improving	• comment on work in relation to the success criteria, *e.g. add comments using recording feature in software.*	• identify what worked and what didn't, giving some of the reasons for their thoughts.	• give an opinion about their own work and suggest improvements, *e.g. spot mistakes and use editing tools to improve their work.*
Data and computational thinking	**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.** **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.**			
	Problem-solving and modelling	• follow a sequence of steps to solve a problem, *e.g. predict and explain what actions are needed to make something happen* • break down a problem into separate parts to make it easier to understand • create and record written instructions that others understand and can follow • change instructions to achieve a different outcome	• explain to others how a designed solution works, *e.g. explain a design for a simple playground game and test, correcting any issues that arise* • predict the outcome of simple sequences of instructions, *e.g. predict what will happen if instructions are followed accurately* • create a simple solution that tests an idea, *e.g. predict what would happen if it went wrong such as the sequence of waking up to go to school*	• represent a solution symbolically, *e.g. the order of waking up, through a diagram or flow chart,* and find the variables in the solution • detect and correct mistakes in sequences of instructions, *e.g. identify mistakes in a solution that would cause it to fail (debug)* • identify repetitions or loops in a sequence, *e.g. identify where to shorten a set of instructions by repeating steps, for instance when learning a new song*
	Data and information literacy	• collate and group given data using simple words, *e.g. sort pictures/words* • classify an object using more than one criterion, *e.g. labelling group/set* • record data collected in a suitable format, *e.g. use tally charts, pictograms and block graphs in a simple computing package.*	• collect and organise data into groups, *e.g. gather data by voting or sorting and represent in pictures, objects or drawings* • extract information from simple tables and graphs, *e.g. answer questions on table graph* • record data collected in a variety of suitable formats, *e.g. lists, tables, block graphs and pictograms.*	• collect data, enter and begin to analyse in given formats, *e.g. table, charts, databases and spreadsheets.*