

National Curriculum 2014	Digital Literacy	Programming	Online	Assessment
<ul style="list-style-type: none"> 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 Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school 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 	<p>Skills</p> <p>Graphics (2paint/Painting apps)</p> <ul style="list-style-type: none"> Use ICT to generate ideas for their work. Use various tools including brushes, pens, lines, fill, spray and stamps. Use save, retrieve, amend and print digital content. <p>Text (Book Creator)</p> <ul style="list-style-type: none"> Use the spacebar, back space, enter, shift and arrow keys. Start to use two hands when typing. Word process short texts, rather than copying up written work. <p>Microsoft Word/Pages</p> <ul style="list-style-type: none"> Continue to develop correct use of the keyboard, including the spacebar, backspace, delete, shift (for capital letters - not caps lock) and enter keys. Add captions to photographs and graphics. Word process short texts, working directly at the computer rather than 'copying up' written work. Select text using an appropriate method, e.g., highlighting or clicking text to select. Make simple changes to selected text, e.g., colour, style and size. 	<p>Skills</p> <p>Bee Bots app/floor beebots</p> <ul style="list-style-type: none"> Give and follow instructions, which include straight and turning commands, one at a time. Explore outcomes when instructions are given in sequence. Give a simple sequence of instructions. <p>Daisy Dino/Bee Bots (app) & 2go</p> <ul style="list-style-type: none"> Discuss/explore what will happen when instructions are given in a sequence. Give a sequence of instructions to complete a simple task. Instructions use both movement commands and additional commands. 	<p>Skills</p> <p>School Website</p> <ul style="list-style-type: none"> Talk about websites they have been on. Explore a website by clicking on buttons, arrows, menus and hyperlinks. Navigate 'back' by clicking on the 'back' button. Complete a search under the supervision of adults. <p>Internet Research</p> <ul style="list-style-type: none"> Locate specific, teacher defined, age appropriate websites through a favourites menu and/or by typing a website address (URL) into the address bar in a web browser. 	<p>Digital Literacy</p> <ul style="list-style-type: none"> Are ch able to use 2paint to create a picture using brushes, lines and pen tools? Can ch use book creator/word to type directly at a device and add photographs? Are ch able to explain the function of the spacebar, delete, shift and enter keys? <p>Programming</p> <ul style="list-style-type: none"> Can ch orally give instructions for straight or turning movements and test on screen/floor? Can ch make a simple algorithm to complete a simple task? <p>Online</p> <ul style="list-style-type: none"> Can ch access the internet using the internet icon? Are ch able to navigate the school website to access learning pages to use the content? <p>E-safety</p> <ul style="list-style-type: none"> Can ch say what information is classed as personal? Are ch able to talk about who they would tell if they accessed something they felt was inappropriate? <p>Data</p> <ul style="list-style-type: none"> Can ch collect data and input it into a list or table on screen? With support can ch use 2graph or 2count to make a simple bar chart or pictogram?
		<p>Data</p> <p>Skills</p> <p>2count & 2graph</p> <ul style="list-style-type: none"> Know that images give information. Say what a pictogram is showing them. Put data into a program (pictogram). Sort objects and pictures in lists or simple tables. 	<p>E-safety</p> <p>Skills</p> <p>Weaved throughout all aspects</p> <ul style="list-style-type: none"> Make decisions about whether or not statements or images found on the internet are likely to be true. Identify different devices that can go on the internet, and separate those that do not. Identify what things count as personal information. Identify when inappropriate content is accessed and act appropriately 	