

Developmental Matters	Digital Literacy	Programming	Online	Assessment
<p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>Seeks to acquire basic skills in turning on and operating some computing equipment.</li> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b>Skills</b></p> <p><b>Graphics (IPAD Camera/Video/2Paint)</b></p> <ul style="list-style-type: none"> <li>Select and use technology to enhance their learning. (ELG 15)</li> <li>Use various tools including brushes, pens, lines, fill, spray and stamps. (ELG 4 &amp; 16)</li> <li>Use an interactive whiteboard for mark-making.</li> <li>Explore using a combination of images, sound and text.</li> </ul> <p><b>Text (Book Creator)</b></p> <ul style="list-style-type: none"> <li>Use the spacebar, back space, enter and arrow keys. (ELG 4)</li> <li>Use a smart board to write letters, words, shapes or draw pictures. (ELG 4 &amp; 17)</li> </ul> <p><b>Microsoft Word/Pages/Explain Everything</b></p> <ul style="list-style-type: none"> <li>Develop mouse control through simple activities on-screen including click-and-drag, drag-and-drop.</li> <li>Begin to use a keyboard and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar.</li> <li>Use a keyboard in play writing.</li> <li>Explore changing text size, style and colour (with appropriate simple software).</li> <li>Use templates to make simple labels.</li> </ul>	<p><b>Skills</b></p> <p><b>Bee Bots (app &amp; physical bots)</b></p> <ul style="list-style-type: none"> <li>Give and follow instructions, which include straight and turning commands, one at a time. (ELG 2)</li> <li>Give a simple sequence of instructions. (ELG3)</li> </ul> <p><b>Daisy Dino/Bee Bots (app)</b></p> <ul style="list-style-type: none"> <li>Discuss/explore what will happen when instructions are given in a sequence. (ELG 6)</li> <li>Give a sequence of instructions to complete a simple task. (ELG 3 &amp; 17)</li> </ul> <p><b>Data</b></p> <p><b>Skills</b></p> <p><b>2count</b></p> <ul style="list-style-type: none"> <li>Know that images give information.</li> <li>Sort objects and pictures in lists or simple tables. (ELG 12) Collect information, e.g., by taking photographs or collecting objects.</li> <li>Begin to sort, classify or group various objects progressing from practical activities to the use of computing.</li> <li>Use apps to sort and sequence objects on a screen or interactive whiteboard.</li> </ul>	<p><b>Skills</b></p> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>Talk about websites they have been on. (ELG 3)</li> <li>Navigate around bug club.</li> <li>Use different forms of electronic communication in free play, e.g., email, mobile phones, hand-held devices, walkie-talkies, sound recording devices.</li> <li>Explore simple web-based communication tools with adult support, e.g. blogging on the school website or learning pages.</li> <li>Participate in simple video conferencing and webcam activities with adult help.</li> </ul> <p><b>Internet Research</b></p> <ul style="list-style-type: none"> <li>Use a shortcut such as an icon on the desktop to navigate to a specific website.</li> </ul> <p><b>E-safety</b></p> <p><b>Skills</b></p> <p><b>Weaved throughout all aspects</b></p> <ul style="list-style-type: none"> <li>Identify different devices that can go on the internet, and separate those that do not. (ELG 15)</li> <li>Identify what things count as personal information. (ELG 7)</li> <li>Know SID's top tips and who to tell if they feel unsafe or worried. (ELG 7)</li> </ul>	<p><b>Objectives are linked where possible to the content of the ELG's.</b></p> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Are ch able to draw simple images or write text using appropriate technology?</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>Can ch move an avatar or beebot around using buttons or image keys?</li> <li>Are ch able to input their own commands with support to achieve a given outcome?</li> </ul> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>Can ch click on an icon to use a teacher selected interactive game or web link?</li> </ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>Are ch able to say what the Internet is?</li> <li>Can ch identify different ways that they can go on the Internet?</li> <li>Can ch talk about what they should and should not say on the Internet?</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Can ch use 2 count with an adult to present data?</li> </ul>