

Digital Competence Framework

Foundation Phase

| | Nursery | Reception | Year 1 | Year 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: | 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> | <ul style="list-style-type: none"> understand that some websites ask for information that is private and personal, e.g. <i>identify private and personal information and discuss how to handle requests for private information – not disclosing full name, address, date of birth, school</i> | <ul style="list-style-type: none"> understand that information put online leaves a digital footprint or trail, e.g. <i>explain the meaning of digital footprint and encourage them to think critically about the information they leave online</i> identify the steps that can be taken to keep personal data and hardware secure, e.g. <i>understand usernames and passwords, why we have them and how they are kept safe</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> | <ul style="list-style-type: none"> use digital devices within a controlled environment, time and context, e.g. <i>use for a given time limit and specified outcome</i> | <ul style="list-style-type: none"> begin to identify and explain the advantages and disadvantages of digital media and devices on their lives, e.g. <i>on their physical and mental well-being</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 | <ul style="list-style-type: none"> add their name and the date to work they have created, e.g. <i>type their first name and surname and add a date to pieces of work</i> | <ul style="list-style-type: none"> add their name and the date to work they have created and give reasons why this is important, e.g. <i>type their first name and surname, add a date to pieces of work and orally provide reasons for doing so</i> |
| | 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> | <ul style="list-style-type: none"> simply explain that digital technology can be used to communicate and connect with others locally and globally, e.g. <i>text, image, photographs, video, newsletters, e-mail, web services</i> begin to identify similarities and differences between online and offline communication, e.g. <i>follow same rules when communicating face-to-face and online</i> use appropriate words and feelings, e.g. <i>discuss words and acts.</i> | <ul style="list-style-type: none"> use digital technology to communicate and connect with others locally and globally, e.g. <i>text, image, photographs, video, newsletters, e-mail, web services</i> interact appropriately with others, e.g. <i>follow the same rules when communicating face-to-face and online.</i> |

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| 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 | Element | With increasing independence learners are able to: | With increasing independence learners are able to: | With increasing independence learners are able to: | With increasing independence learners are able to: |
| | Communication | <ul style="list-style-type: none"> understand that there are different forms of online communication, e.g. e-mail, messaging, video call | <ul style="list-style-type: none"> talk about different forms of online communication, e.g. e-mail, messaging, video call, and their uses | <ul style="list-style-type: none"> contribute to a whole-class or group online communication, e.g. e-mail or video call | <ul style="list-style-type: none"> send a simple online communication from a single user account, e.g. e-mail (ensuring address is typed accurately) or video call |
| | 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 | <ul style="list-style-type: none"> collaborate with a partner on a piece of digital work | <ul style="list-style-type: none"> use an online collaborative platform to create or edit a file, e.g. word processing, presenting tools, spreadsheets |
| | 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. | <ul style="list-style-type: none"> save work using a familiar word as a filename, e.g. child's name/keyword, and understand that the work can be retrieved. | <ul style="list-style-type: none"> save work using an appropriate file name, e.g. child's name and simple title use an icon to open a saved file. |
| 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. | | | | | |
| Producing | Element | With increasing independence learners are able to: | With increasing independence learners are able to: | With increasing independence learners are able to: | With increasing independence learners are able to: |
| | 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. in response to questions decide what digital equipment to use 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. success criteria may include ensuring the subject is in the middle of the image when taking a photograph find information with a variety of sources, e.g. suggest technology as a source of information and explore familiar image/symbol-based websites or apps | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| | 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 | <ul style="list-style-type: none"> select appropriate software to complete given tasks in order to use text, image, sound, animation and video | <ul style="list-style-type: none"> create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks |
| | 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. add comments using recording feature in software. | <ul style="list-style-type: none"> comment on work in relation to a single success criterion, e.g. add comments using recording feature in software. | <ul style="list-style-type: none"> comment on work in relation to the success criteria, e.g. add comments using recording feature in software. | <ul style="list-style-type: none"> identify what worked and what didn't, giving some of the reasons for their thoughts. |

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| 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> | | | | |
| | Element | With increasing independence learners are able to: | With increasing independence learners are able to: | With increasing independence learners are able to: | With increasing independence learners are able to: |
| Data and computational thinking | 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 | <ul style="list-style-type: none"> follow a sequence of steps to solve a problem, e.g. <i>predict and explain what actions are needed to make something happen</i> 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 | <ul style="list-style-type: none"> explain to others how a designed solution works, e.g. <i>explain a design for a simple playground game and test, correcting any issues that arise</i> predict the outcome of simple sequences of instructions, e.g. <i>predict what will happen if instructions are followed accurately</i> create a simple solution that tests an idea, e.g. <i>predict what would happen if it went wrong such as the sequence of waking up to go to school</i> |
| | 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. | <ul style="list-style-type: none"> collate and group given data using simple words, e.g. <i>sort pictures/words</i> classify an object using more than one criterion, e.g. <i>labelling group/set</i> record data collected in a suitable format, e.g. <i>use tally charts, pictograms and block graphs in a simple computing package.</i> | <ul style="list-style-type: none"> collect and organise data into groups, e.g. <i>gather data by voting or sorting and represent in pictures, objects or drawings</i> extract information from simple tables and graphs, e.g. <i>answer questions on table graph</i> record data collected in a variety of suitable formats, e.g. <i>lists, tables, block graphs and pictograms.</i> |