

St. Joseph’s Primary

Digital Skills Planner

Early Level

**Early Level** 

**Searching, processing and managing information responsibly**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P1**  **T1** | **P1**  **T2** | **P1**  **T3** |
| I can use digital technologies  to explore how to search and  find information.  **TCH 0-02a** | Learners have the knowledge and understanding to use digital technologies and software to collect data, communicate, create, capture and manipulate sounds, texts and images to represent experiences. | * Can use appropriate digital technology (e.g. tablets, iPads and apps) to capture and combine images, sounds and video. |  |  |  |
| * Can present and share their learning using age-appropriate tools (e.g. mobile apps) |  |  |  |
| * Using digital technology to collect simple data and display results in pictorial form. |  |  |  |
| **Suggested Resources**   * Age appropriate devices including tablets, iPads and apps for media capture, editing and presentation. * Digital cameras * F**ind the Letter -** Learners have 30 seconds to match the letter on the display with the letter on the keyboard. This could be used as an effective warm-up activity. [www.freewebs.com/weddell/findtheletter.html](http://www.freewebs.com/weddell/findtheletter.html) * **Doorway Typing** doorwayonline.org.uk/texttype2.html * The touch typing tutor * **Comic Life -** A great tool for making comic strips. * **Wordle -** [www.wordle.net/](http://www.wordle.net/) * **Microsoft Word** * **Shape Collage -** Application that allows you to use photographs and digital images to create shapes and text for display purposes * **ABC Paint -** [www.abcya.com/abcya\_paint.htm](http://www.abcya.com/abcya_paint.htm) A web based application which allows users to learn basic skills in creating a digital picture. All basic drawing features are available. The learner can save the picture and edit the picture. The application does not allow users to open saved images. * **Simple Animation Maker-http://**www.abcya.com/animate.htm - This application allows you to build simple backgrounds and objects in a frame to quickly create an animation | | | | | |



**Early Level**

**Using digital products and services in a variety of contexts to achieve a purposeful outcome**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P1**  **T1** | **P1**  **T2** | **P1**  **T3** |
| I can explore digital technologies and use what I learn to solve problems and *share* ideas and thoughts.  **TCH 0-01a** | Learners have the knowledge and understanding to use digital technologies and software to collect data, communicate, create, capture and manipulate sounds, texts and images to represent experiences. | * Can use appropriate digital technology (e.g. tablets, iPads and apps) to capture and combine images, sounds and video. |  |  |  |
| * Can present and share their learning using age-appropriate tools (e.g. mobile apps) |  |  |  |
| * Using digital technology to collect simple data and display results in pictorial form. |  |  |  |
| **Suggested Resources**   * Age appropriate devices including tablets, iPads and apps for media capture, editing and presentation. * Digital cameras * ***Collecting*** * **Sort Shapes** <http://www.primaryresources.co.uk/online/simpleshapesort.swf> This is a simple online sorting activity based upon the number of sides a shape has. * **Pictograph** <http://primaryschoolict.com/pictograph/> An easy-to-use program for learners to create pictographs using predefined tables or blank formats. (Note: This website uses the American spelling of favourite). * ***Analysing* Catch and Count** [www.toytheater.com/fishing.php](http://www.toytheater.com/fishing.php) Children click on the hook to catch fish in each colour. They then need to count how many they caught in order for graph to be completed. Need counting skills to 9. | | | | | |

**Early Level** 

**Cyber Resilience and Internet Safety**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P1**  **T1** | **P1**  **T2** | **P1**  **T3** |
| I can explore, play and communicate using digital technologies safely and securely.  **TCH 0-03a** | Learners have the knowledge and understanding to demonstrate online safety skills and can begin to make informed choices when using online technology. Learners can begin to demonstrate an understanding for the need for passwords and pin codes on devices (tablets, smartphones and computers) | * Show a basic awareness of how to stay safe when using the internet. |  |  |  |
| * Knows to tell an adult if they see something inappropriate when online. |  |  |  |
| * Knows not to search the Internet for inappropriate words or phrases. |  |  |  |
| * Has a basic understanding of why devices can have passwords and pin codes. |  |  |  |
| **Suggested Resources**   * CBBC * Kidsmart * Campus Cop – presentation (Based in Williamwood HS) * **Online Communication Safety** [www.thinkuknow.co.uk/5\_7/hectorsworld/](http://www.thinkuknow.co.uk/5_7/hectorsworld/) Cartoon clips with information about e-communication: Hector’s World, and Lee and Kim for 5-7s * **Safe use of e-communication** [www.getsafeonline.org/safeguarding-children/](http://www.getsafeonline.org/safeguarding-children/) A good source of advice for teachers and carers. * **Using online resources safely** [www.kidsmart.org.uk/teachers/ks1/sources/projet/The-Adventures-of-Smartie-the-Penguin.pdf](http://www.kidsmart.org.uk/teachers/ks1/sources/projet/The-Adventures-of-Smartie-the-Penguin.pdf) A story to help young children make good choices about when to ask for help. | | | | | |

**Early Level** 

**Understanding the world through computational thinking**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P1**  **T1** | **P1**  **T2** | **P1**  **T3** |
| I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information  **TCH 0-13a** | Learners have the knowledge and understanding that allows them to comment on the processes involved in a variety of everyday tasks and can recount and sequence main events and identify patterns (similarities and differences) | * Can describe a variety of everyday processes, placing a number of steps in the correct sequence (algorithm). |  |  |  |
| * Can identify and describe repeated patterns (e.g. repeated shape/size/colour patterns, basic number patterns etc) |  |  |  |
| * Can compare at least two basic repeated patterns and can describe the features. |  |  |  |
| **Suggested Resources**   * Materials for creating repeated pattern. E.g. counting beads, numeral cards, number lines etc. * Dash & Dot (programmable workshop) * ‘Go’ iPad app * Scratch Kids/Juniors   ***Kodable –***  Robotics 1 – Introduction  (K-2nd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/24/79/>  Sequence 1: Introduction (K-5th grade)  <https://dashboard.kodable.com/#/curriculum/lesson/1/2/>  Sequence 2: Algorithms (K-2nd Grade) <https://dashboard.kodable.com/#/curriculum/lesson/1/31/>  If Flash, then Clap  (K-2nd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/28/97/>  Pizza Party (Pre-reader)  (K-1st Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/26/102/>  Maze Maker Challenges  (K-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/30/103/>  Hour of Code: Beginner (Kindergarten)  <https://dashboard.kodable.com/#/curriculum/lesson/19/58/>  Hour of Code: ELA Integration  (Kindergarten)  <https://dashboard.kodable.com/#/curriculum/lesson/22/65/>  Hour of Code: Advanced (Kindergarten)  <https://dashboard.kodable.com/#/curriculum/lesson/20/66/>   * **Coding Explained by Child-Friendly Video Clips** [www.bbc.co.uk/education/topics/zs7s4wx](http://www.bbc.co.uk/education/topics/zs7s4wx) * **Mouse Control** [www.doorwayonline.org.uk/movingtargets.html](http://www.doorwayonline.org.uk/movingtargets.html) This website encourages learners to develop mouse control skills. Learners should control the mouse in order to click on still and moving objects. * Arrow Key Control [*www.iboard.co.uk/teacher/jlisaw8/2*](http://www.iboard.co.uk/teacher/jlisaw8/2)Five games to develop skills in controlling a character/object using arrow keys. The objectives for each game encourage children to plan their route. These games also introduce children to language such as compass points, quarter and half turn and diagonal. * **Beebot in the Early Years** <http://elresources.skola.edu.mt/wp-content/uploads/2010/06/doc_669_2468_beebotguideA4v2.pdf> “ICT Learning Innovation Centre’s Guide to using Bee-Bots in the Early Phase” | | | | | |

**Early Level** 

**Understanding and analysing computer technology**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P1**  **T1** | **P1**  **T2** | **P1**  **T3** |
| I understand that sequences of instructions are used to control computing technology.  **TCH 0-14a**  I can experiment with and identify uses of a range of computing technology in the world around me.  **TCH 0-14b** | Learners explore and can identify common uses of computing science in the world around them. | * Identifies computer technology at home, at school and in the wider world. |  |  |  |
| * Can describe and demonstrate some uses of digital technology in their surroundings. |  |  |  |
| * Knows that computers are used to communicate. |  |  |  |
| **Suggested Resources**   * BBC Bitesize * Nina and the Neurons <https://www.bbc.co.uk/cbeebies/shows/nina-and-the-neurons> * Computing in the National Curriculum in England <http://www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf> * Computing Science resources available in the National Technologies Community on Glow | | | | | |

**Early Level** 

**Designing, building and testing computing solutions**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P1**  **T1** | **P1**  **T2** | **P1**  **T3** |
| I can develop a sequence of instructions and run them using programmable devices or equivalent  **TCH 0-15a** | Learners have the knowledge and understanding to explore a range of algorithms/instructions running them using programmable devices and/or computers | * Can follow a set of instructions for everyday tasks. |  |  |  |
| * Can sequence a small number of instructions for completing a task. |  |  |  |
| * Can program a remote control device (forward, back, left and right) to move from A to B. Is able to describe the journey. |  |  |  |
| * Knows that an algorithm is a set of instructions. |  |  |  |
| **Suggested Resources**   * Computing Science Resources and guidance available from Barefoot Computing <https://barefootcas.org.uk/activities/> * Quickstart Computing <http://primary.quickstartcomputing.org> , BBC and the National Technologies Community on Glow. * Beebot, Blue Bot * Kodable – See above * Hour of Code - <https://code.org/learn> * Code Combat <https://codecombat.com/play> | | | | | |