

St. Joseph’s Primary

Digital Skills Planner

First Level



**First Level**

**Searching, processing and managing information responsibly**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P2** | | | **P3** | | | **P4** | | |
| T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning  in different contexts.  **TCH 1-02a** | Learners have knowledge and understanding to use a range of digital technologies and software effectively to collect, analyse, organise, retrieve, evaluate and present data and information. | * Can use appropriate digital technology (e.g. tablets, iPads and apps) to capture and combine images, sounds and animation/video. |  |  |  |  |  |  |  |  |  |
| * With some support, presents and shares learning creatively using age appropriate digital tools (e.g. apps and software applications) |  |  |  |  |  |  |  |  |  |
| * Can use digital technology for handling and presenting data (e.g. graphs, charts, forms and simple databases) |  |  |  |  |  |  |  |  |  |
| **Suggested Resources**   * Digital devices including tablets, age appropriate apps and software for media capture, editing and presentation * **Word Play** * Linking in ICT to consolidate learning in on-going literacy work is always useful; learners typing their name when they arrive in class; manipulating CVC words in Wordle; adding High Frequency / Topic words into a Word document and editing etc. * **Interactive Games** There are a huge number of interactive typing games that are both fun and appropriate at Early level. It is a good idea to find a ‘breadth’ of resources within this area for use in the classroom. Some further ideas to get you started; <http://games.sense-lang.org/> <http://www.abcya.com/kids_typing_games.htm> <http://www.freetypinggame.net/play.asp> * **Doorway Typing** [**http://**doorwayonline.org.uk/texttype2.html](http://doorwayonline.org.uk/texttype2.html) This resource teaches how to touch type * **Dancemat Typing** [www.bbc.co.uk/schools/typing/levels/level1.shtml](http://www.bbc.co.uk/schools/typing/levels/level1.shtml) Keyboard typing training with a clear progression of skills. * **Comic Life** A great tool for making comic strips. * **Wordle** [www.wordle.net/](http://www.wordle.net/) Learners can add word lists, Wordle then generates a visual display with them. * Microsoft Publisher * 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. The learner can save the picture and edit the picture. * **PowToon** <http://www.powtoon.com/> Powtoon is a free online animated presentation tool * Microsoft Office 365 Onenote * **Incompetech Royalty Free Music** [**http://**incompetech.com/music/royalty-free/](http://incompetech.com/music/royalty-free/) Royalty free music. A great resource to find backing tracks to animations or mini-movies. * **SoundBible- Free Sound FX** [**http://**soundbible.com/free-sound-effects-1.html](http://soundbible.com/free-sound-effects-1.html) Sound effects for everyone. Great for spicing up animations or mini-movies. * **Canva- Poster Creation Tool** [www.canva.com/](http://www.canva.com/) A free online tool for creating mini-posters from a range of templates. * **Mindomo** [www.mindomo.com](http://www.mindomo.com) Mindomo is an online mind mapping tool * **Voki Character Animation** [www.voki.com/create.php](http://www.voki.com/create.php) This application allows you to make a character speak. * [**http://www.**prezi.com/](http://www.prezi.com/) | | | | | | | | | | | |



**First 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** | **P2** | | | **P3** | | | **P4** | | |
| T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| I can explore and experiment with digital technologies and  can use what I learn to support and enhance my learning  in different contexts.  **TCH 1-01a** | Learners have knowledge and understanding to use a range of digital technologies and software effectively to collect, analyse, organise, retrieve, evaluate and present data and information. | * Can use appropriate digital technology (e.g. tablets, iPads and apps) to capture and combine images, sounds and animation/video. |  |  |  |  |  |  |  |  |  |
| * With some support, presents and shares learning creatively using age appropriate digital tools (e.g. apps and software applications) |  |  |  |  |  |  |  |  |  |
| * Can use digital technology for handling and presenting data (e.g. graphs, charts, forms and simple databases) |  |  |  |  |  |  |  |  |  |
| **Suggested Resources**   * Digital devices including tablets, age appropriate apps and software for media capture, editing and presentation * ***Collecting*** * **Organising Data** [www.bbc.co.uk/schools/teachers/ks1\_lessonplans/maths/organising\_data.shtml](http://www.bbc.co.uk/schools/teachers/ks1_lessonplans/maths/organising_data.shtml) * **Create A Graph** <http://nces.ed.gov/nceskids/graphing/classic/> This website allows learners to input data into the computer for it to be displayed in Area, Bar, Line and Pie charts and graphs. The created graphs can then be printed and analysed. * ***Analysing* Data Handling** <http://topicbox.net/mathematics/data_handling/> A great range of resources for creating and interpreting different graph types. * **The Garden Data Sheet** <http://home.freeuk.net/elloughton13/woods17.htm> This webpage contains information that can be used to create your own database, graphs or charts. * **Kids Biology.com Database** [www.kidsbiology.com/animals-for-children.php](http://www.kidsbiology.com/animals-for-children.php) This example of a database can be used to provide experiences and discussions around databases. * Microsoft Word | | | | | | | | | | | |



**First Level**

**Cyber Resilience and Internet Safety**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P2** | | | **P3** | | | **P4** | | |
| T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| I can extend my knowledge  of how to use digital technology  to communicate with others and  I am aware of ways to keep safe and secure.  **TCH 1-03a** | Learners have knowledge and understanding demonstrate safe and responsible use of a wide range of technologies. Including the internet and how to safely communicate with others. Learners begin to demonstrate an understanding for the need for strong passwords and keeping passwords safe. | * At home and at school, learners demonstrate an understanding of what is, and what is not appropriate to search the Internet for. |  |  |  |  |  |  |  |  |  |
| * When communicating with others online, they are kind and polite and do not share personal information. |  |  |  |  |  |  |  |  |  |
| * Uses a small number of passwords and pin codes and understands the need for these. |  |  |  |  |  |  |  |  |  |
| **Suggested Resources**   * CBBC * Kidsmart * NSPCC * Childnet * Simple Wikipedia * Campus Cop – presentation (Based in Williamwood HS) * **Thinkuknow** [www.thinkuknow.co.uk/5\_7/](http://www.thinkuknow.co.uk/5_7/) This website contains many informative child friendly sections on electronic communication. Aimed at 5-7 yr olds. * **Internet Safety For Kids** [www.thinkuknow.co.uk/8\_10/cybercafe/Cyber-Cafe-Base/](http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/) This website contains many informative child friendly sections on electronic communication. Aimed at 8-10 year olds. * **Adventures of Kara, Winston and the SMART crew** [www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew](http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew) Movies in sections about aspects of internet safety. * **Digiduck’s Big Decision** [www.kidsmart.org.uk/teachers/ks1/sourcesDuck/index.htm](http://www.kidsmart.org.uk/teachers/ks1/sourcesDuck/index.htm) Online story about the consequences of forwarding a photo that ridicules someone. * **Cyberbullying** [www.digizen.org/resources/cyberbullying/interactive](http://www.digizen.org/resources/cyberbullying/interactive) Online scenario and quizzes. Pupils make choices about appropriate online behaviour. * **Caught in the Web** [www.bbc.co.uk/newsround/13908828](http://www.bbc.co.uk/newsround/13908828) News round special programme all about staying safe on the internet. Voiced by David Tennant, it tells the story of Lost Princess, who gets into danger after meeting someone in a chat room. It also has lots of tips on how to be safe, and case studies of children with real-life experiences of how things can go wrong. * **Keep Dodge safe online** [www.bbc.co.uk/cbbc/games/keep-dodge-safe-online](http://www.bbc.co.uk/cbbc/games/keep-dodge-safe-online) A quiz to check your knowledge about staying safe online. * **Who do you share your details with** [www.bbc.co.uk/cbbc/clips/p014pfyk](http://www.bbc.co.uk/cbbc/clips/p014pfyk) * The News Kids On The Block (aka Ore, Joe and Ricky) sing about how to stay safe online. | | | | | | | | | | | |



**First Level**

**Understanding the world through computational thinking**

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| **Experiences and Outcomes** | **Education Scotland**  **Progression Framework** | **Skills** | **P2** | | | **P3** | | | **P4** | | |
| T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| I can explore and comment on processes in the world around me making use of core computational thinking concepts and can organise information in a logical way  **TCH 1-13a** | Learners have knowledge and understanding that allows them to collaborate to create solutions by breaking down an everyday task into more manageable steps; identifying key information, construct rules based on patterns and create precise instructions and/or diagrams. | * Is able to create a precise set of instructions or rules (algorithm) to follow to perform a task. This may include diagrams. |  |  |  |  |  |  |  |  |  |
| * Through collaboration, can explore ad create digital and unplugged solutions to everyday problems. |  |  |  |  |  |  |  |  |  |
| * Can simplify problems by breaking them down into smaller parts. |  |  |  |  |  |  |  |  |  |
|  |  | * Is able to compare sequences, rules and instructions. They identify similarities and differences and make predictions. |  |  |  |  |  |  |  |  |  |
| **Suggested Resources**   * Hour of Code - <https://code.org/learn> * Code Combat <https://codecombat.com/play> * Daisy the Dinosaur for iPad * Scratch Kids/Juniors * Microbits * Beebots, Blue Bots * iPad apps * ***Kodable –*** * Maze Maker Challenges (K-5th Grade) <https://dashboard.kodable.com/#/curriculum/lesson/30/103/>   Conditions 1: Introduction (K-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/2/4/>  Conditions 2: Conditional Statements (K-2nd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/2/5/>  Hour of Code: Beginner (1st Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/19/59/>  Hour of Code: Advanced (1st Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/20/67/>  Hour of Code: ELA Integration  (1st Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/22/72/>  Maze Maker Challenges  (K-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/30/103/>  Loops 1: Introduction (1st-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/3/8/>  Hour of Code: Beginner (2nd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/19/60/>  Hour of Code: Advanced (2nd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/20/68/>  Hour of Code: ELA Integration  (2nd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/22/73/>   * Women in Tech (3rd-5th Grade)   <https://dashboard.kodable.com/#/curriculum/lesson/29/105/>  Functions 1: Introduction (2nd-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/4/12/>  String Variables 1: Introduction (3rd-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/5/16/>  Maze Maker Challenges  (K-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/30/103/>  Choose Your Own Adventure (3rd-5th Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/31/104/>  Hour of Code: Beginner (3rd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/19/61/>  Hour of Code: Advanced (3rd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/20/69/>  Hour of Code: ELA Integration (3rd Grade)  <https://dashboard.kodable.com/#/curriculum/lesson/22/74/>  **Coding Explained by Child-Friendly Video Clips** [www.bbc.co.uk/education/topics/zs7s4wx](http://www.bbc.co.uk/education/topics/zs7s4wx) | | | | | | | | | | | |



**First Level**

**Understanding and analysing computer technology**

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| T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| I understand the instructions of a visual programming language and can predict the outcome of a program written using the language.  **TCH 1-14a**  I understand how computers process information.  **TCH 1-14b** | Learners explore uses of Computing Science in the world around them and have the knowledge and understanding that allows them to identify the main features of digital technology, including key components and uses of computers, programs and the Internet. | * Is able to create a precise set of instructions or rules (algorithm) to follow to perform a task. This may include diagrams. |  |  |  |  |  |  |  |  |  |
| * Through collaboration, can explore and create digital and unplugged solutions to everyday problems. |  |  |  |  |  |  |  |  |  |
| * Can simplify problems by breaking them down into smaller parts. |  |  |  |  |  |  |  |  |  |
| * Is able to compare sequences, rules and instructions. They identify similarities and differences and make predictions. |  |  |  |  |  |  |  |  |  |
| **Suggested Resources**   * BBC Bitesize * Quickstart Computing <http://primary.quickstartcomputing.org> * Computing Science Unplugged <http://csunplugged.org/activities/> * 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 | | | | | | | | | | | |



**First Level**

**Designing, building and testing computing solutions**

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| T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |
| I can demonstrate a range of basic problem solving skills  by building simple programs to carry out a given task, using an appropriate language.  **TCH 1-15a** | Learners have the knowledge and understanding that allows them to demonstrate a range of basic problem solving skills, creating and improving simple algorithms using programming languages and programmable devices. | * Understands that a computer program is a set of precise instructions (an algorithm) |  |  |  |  |  |  |  |  |  |
| * Understands that algorithms can be executed by computer programs. |  |  |  |  |  |  |  |  |  |
| * Can follow and write a set of simple instructions (digital and non-digital) consisting of simple sequences, repetition and selection. |  |  |  |  |  |  |  |  |  |
| * Using logical reasoning to predict the behaviour of simple programs. |  |  |  |  |  |  |  |  |  |
| * Is beginning to consider computational thinking concepts in a digital context. |  |  |  |  |  |  |  |  |  |
| **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. * Kodable – See above * Daisy the Dinosaur app for iPad * Beebot, Blue Bot, Dash & Dot, iPad apps * Hour of Code - <https://code.org/learn> * Code Combat <https://codecombat.com/play> | | | | | | | | | | | |