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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Create and Communicate Progression of Skills** | | | | | | | |
| **All Create and Communicate Units Should Include These Digital Skills** | | | | | | | |
| **Saving and Retrieving**  **Children will be taught how to start a new project, save it and retrieve it later.** | | **Typing and Mouse Skills**  **Typing and mouse skills will be introduced in Class 1 and a desirable outcome is that children will type with increasing speed by the end of Year 6.** | | | | **Researching by searching and selecting**  **This strand teaches children how to use advanced search techniques for better search results.** | |
| **Units to Teach** | | | | | | | |
| **Images**  **This strand teaches photography and digital image skills. How to capture, edit and use photographs. How to design and create digital art, edit and use them.** | **Sound Engineering**  **The strand teaches sound and audio skills. Children make podcasts and radio shows. It should not be taught as cross-curricula link with Music as composition.** | | **3D Design**  **This strand teaches children the basics of CAD/CAM software. They work with on-screen 3D models, learning to place and rotate objects in three dimensional spaces and create 3D representations onscreen.** | | **Video**  **Children consume more video now than ever before. This strand teaches them to create video rather than consume it, to become creators of this media type.** | | **Data Handling**  **This strand teaches children how to use spreadsheets and tables to aid their calculations, models and investigations. They learn how to input data and present it as charts or graphs. They will use graphs and charts to answer questions and support their argument/opinion. Data handling also teaches how to search/select and use formulas to use large data sets quickly.** |
| Each Unit Should Conclude With a Digital Artefact to Present and Evaluate | | | | | | | |
| **Presenting Digital Artefacts**  **Children learn to create and communicate with their own images in posters, digital books, word processed reports/documents/articles,**  **slideshow presentations of data,**  **films or documentaries**  **and radio/podcast shows.**    Technology is an effective way of organising and presenting findings or messages to an audience. Over the years, children need to refine their presentation skills to ensure their message is communicated appropriately.    When presenting work, children are bringing together their skills of images, film, sound and data. They will apply their typing and mouse skills, save/retrieve their projects. | | | | **Evaluating Digital Artefacts**  After presenting work, children need to evaluate their use of technology in communicating their findings or messages to an audience.    In this strand children will decide if their skills have been used appropriately and effectively. | | | |

|  | Foundation | Year1 | Year 2 | | | Year3 | | Year4 | | Year5 | | Year 6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Typing & Mouse Skills | F1   * Play on a touch screen game/board * Use a keyboard/mouse/trackpad for fun, even in role play pretend computers.   F2   * Type own name * Enter single letters on a keyboard * Use a mouse/track pad on a computer | * Use space bar to make spaces between words * Use backspace to delete letters/words * Make a new line with enter key | * Use space bar only once between words * Use cursor/touch to find the letter/word to delete with backspace * Copy/Paste text and images by using the icons in the software * Use caps lock for a capital | | | * Use index fingers on keyboard: they sit on the home keys (f/j) from there use Thumbs for pressing the space bar. * Use Left fingers for a s d f g * Use right fingers for h j k l * Use enter key for new line. * Use shift key for a capital. | | * Touch type with increasing speed by using fingers to reach from top line keys, resting index fingers on home keys (f/j) * Work with 2 windows snapped to the sides of the screen when finding information * Use keyboard shortcuts for cut, paste and delete | | * Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys. * Use keyboard shortcuts for cut, paste and delete | | * Touch type with increasing speed by placing index fingers on home keys (f/j) use fingers to reach for top line keys and lower line keys. |
| Possible resources | I learn 2 – Mouse and keyboard skills activities.  Bee bots | Book creator  Pages  I learn 2 – Mouse and keyboard skills activities | book creator  Pages  I learn 2 – Mouse and keyboard skills activities | | | book creator  pages  Typingclub.com  2 type  Tux type  I learn 2 – Mouse and keyboard skills activities | | [https://touchfire.com/ typingtutor/](https://touchfire.com/%20typingtutor/)  Pages  [Dancemat (BBC)](http://www.bbc.co.uk/guides/z3c6tfr)  Typingclub.com  2 type  Tux type  I learn 2 – Mouse and keyboard skills activities | | [https://touchfire.com/ typingtutor/](https://touchfire.com/%20typingtutor/)  Pages  [Dancemat (BBC)](http://www.bbc.co.uk/guides/z3c6tfr)  Typingclub.com  2 type  Tux type  I learn 2 – Mouse and keyboard skills activities | | [https://touchfire.com/ typingtutor/](https://touchfire.com/%20typingtutor/)  Pages  [Dancemat (BBC)](http://www.bbc.co.uk/guides/z3c6tfr)  Typingclub.com  2 type  Tux type |
| Saving and retrieving | F1   * How to close a program/game * How to open a game from icon/link   F2   * Recognise save icon * Use new page icon   Make choices from a range of software/apps | * Upload photographs and videos to class SeeSaw account.   Open specific software on device | * Upload photographs and videos to class SeeSaw account   Open a file on the school network | | | * Save work on the school network, renaming different versions (File\_Name V1, File\_Name V2, File\_Name V3)   Upload work to class Showbie/SeeSaw | | * Independently navigate the network and folders confidently and save consistently. * Search files and folders, sort by date * Search windows explorer for a file name or date * Upload work to class SeeSaw/Showbie accounts * \*Onedrive, dropbox, SeeSaw * save to camera roll and transfer to computer * save on server (different version number each save)   Save to OneDrive | |  | |  |
| Researching by Searching and Selecting (using the internet to search) | F2   * • Use map software to look at satellite and street view images of a place as a class/group | Include ‘for children’ in search phrase for appropriate results.   * Use ‘images’ and ‘web’ tab to find information | • Search the internet for information by selecting ‘web’ ‘images’ ‘videos’ and ‘news’ tabs after searching. | | | Locate a webpage using a URL.(web address)   * Find and save appropriate images/ text from the internet in their work • Use “quotation marks” when searching phrases for more specific results | | Search a trusted source using Google by using colons :  For example, search ‘covid-  19:bbc.co.uk’ to show results from only bbc.co.uk    Use ‘child definition:’ for an age appropriate word/phrase definition. | | Remove results from searches using  –    Such as when searching for ‘Taj Mahal’ on google maps: use restaurant to remove all irrelevant Taj Mahal locations in Geography. | | Use Define: to find the definition of a word or phrase    Use translate: to find the English translation of a word from another language.    Use tineye website to reverse search an image to find if it is original and where else it used online (fact checking) |
|  | google earth | mic to dictate qu’s into search engine | mic to dictate qu’s into search engine | | | mic to dictate qu’s into search engine | | search engines | | search engines | | search engines |
| Images | * Use a painting program to explore paint tools and brushes | 1. Change the colour of individual pixels to accurately re-create basic artwork. 2. Make changes where required. 3. Change the colour of individual pixels to accurately re-create detailed artwork.  1. Change the background colour of a page. 2. Add, resize and position images (pictures) on a page. | | | | 1. Add, resize and organise colour or picture backgrounds. 2. Add, resize, organise characters/objects to different panels. | | | | 1. Adjust the colours, brightness and contrast to improve a photo. 2. Create a before and after slide in presentation software. 3. Take and crop a screenshot. 4. Add drawing and text layers. 5. Import new images as layers and resize them to fit.  6. Add colour elements to a black and white image using layers and eraser tools. | | |
| Ilearn2 resources | Digital camera  MS paint  2 Paint a picture  Ilearn2 digital art and design.  Ilearn2 digital photos and videos. | Ilearn2 digital pixal art  Ilearn2 3D design  Ilearn2 Mondrian  [http://kids.tate.org.uk/4 games/paint/](http://kids.tate.org.uk/4%20games/paint/) | | | | [Make Beliefs Comix website](https://www.makebeliefscomix.com/Comix/)**.** | | | | [PixLR X website](https://pixlr.com/x/)  [PixLR E](https://pixlr.com/e/) editor  [Google Maps](https://www.google.com/maps)  **Google Slides** | | |
| Ilearn2 support |  | <https://www.ilearn2.co.uk/year1digitalart-html/> | | | | <https://www.ilearn2.co.uk/comiccreationteacher-html/> | | | | <https://www.ilearn2.co.uk/imageeditingteacher-html/> | | |
| Video | F1   * Record short film using tablet/camera   F2   * Record and play a film * (small world play films) * Watch films back on tablet/digital camera | 1. Add a background and objects to a frame, including text. 2. Copy/clone a frame and move objects to create an animation. Plus flip an object. | | | | 1. Create a stop-motion video by duplicating slides that include backgrounds and shapes. 2. Create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a screenshot. 3. Animate individual elements of objects.  4. Create animated GIF files by animating pixels. | | | | Edit using iMovie – add titles, transition, trim video.  Insert saved video into iMovie from the media library  Add music/sound effects into timeline  Add overlays using green screen | | * Use image as cutaways in iMovie or transitions. * Trim videos to create a better flowing movie. * Film green screen movies |
| Ilearn2 resources |  | Junior Infant Tools animate website  ABCYa Make An Animation website.  Puppet Pals  I Can Animate App | | | | [Wick Editor website](http://legacy.wickeditor.com/)  **Google slides/power point**  [Piskel App website](https://www.piskelapp.com/) | | | | iMovie | | iMovie |
| Ilearn2 Support |  | <https://www.ilearn2.co.uk/year-2-animation-html/> | | | | <https://www.ilearn2.co.uk/year-4-animation-html/> | | | | Use Green Screen in iMovie:  [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/asset/part/T029314A)  Trimming Video in iMovie: [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/asset/part/T022038A)  Add Titles in iMovie:  [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/asset/part/T022041A)  Add Transitions to iMovie: [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/asset/part/T022039A)  Enhance Movies with Cinematic Effects [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/asset/part/T022044A) | | |
| Sound Engineering | F2  Record sounds/voices in story telling/ explanations  Know red circle means record  Know square means stop  Know triangle/green means play  • | Record speech in audio recorder  Know how to use stop, pause, record, play  Record audio over photographs  Know that a microphone records sound on a device. | | Record speech in sections  Layer sound effects with speech tracks  Record audio onto pages of digital books | Trim speech sections  Use voice effects  Add intro/outro music  Insert audio recordings to slide show presentations | | Work with multiple layers of sound: voice and music  Move tracks around in editing process  Add/compose appropriate background music tracks | | • Adjust the volume of each track so that some tracks are louder than others for emphasis | | Add echo, fade in/out effects to voice recordings for dramatic effect  Add voiceover to films | |
| iPad resources | Microphones (TTS) | GarageBand  Voice Recorder | | GarageBand  Voice Record | GarageBand | | Garageband | | Garageband | | Garageband | |
| Apple Teacher Support | Using Voice Memos: [https://appleteacher.apple.com/#/ass et/part/T029313A](https://appleteacher.apple.com/#/asset/part/T029313A) | Using Voice Memos: [https://appleteacher.apple.c](https://appleteacher.apple.com/#/asset/part/T029313A) Adding Audio to Pages Books: [https://appleteacher.apple.c](https://appleteacher.apple.com/#/asset/part/T022013A) Using Live Loops in GarageBa [https://appleteacher.apple.c](https://appleteacher.apple.com/#/asset/part/T022034A) | | | | Using the Audio Recorder in GarageBand **Error! Hyperlink reference not valid.**  Trimming audio in GarageBand: [https://appleteacher.apple.co](https://appleteacher.apple.com/#/asset/part/T022031A)  Add Music to iMovie: [https://appleteacher.apple.co](https://appleteacher.apple.com/#/asset/part/T022043A) | | | | Using Smart Instruments in GarageBand [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/ass ) Mixing Tracks in GarageBand: [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/asset/part/T022035A)  Add Music to iMovie: [https://appleteacher.apple.com/#/ass](https://appleteacher.apple.com/#/asset/part/T022043A) | | |
| Data | * Use pictograms/ charts as part of lessons with the children | 1.Understand what data is and collect it as a tally.  2.Use software to label a pictogram and add data to each column. 3. Edit a table with correct titles and numbers. 4. Use software to create a bar chart/pie chart/line chart suitable for the data. 5. Interpret a pictogram/bar chart/line chart. | | | | 1. Change appearance of cells in a spreadsheet (fill colour and border) then add and align text.  2. Find and add data to a spreadsheet, resize cells and use the software to create a suitable chart with a title | | | | * Select and use non-adjacent cells plus resize multiple cell widths and copy/paste cells. * Use formulae to find totals, averages and maximum/minimum numbers. * Find data and create a spreadsheet to suit it. * Search a database for specific information. | | |
| Ilearn2  resources |  | Junior Infant Tools Chart website | | | | Google Sheets | | | | [J2data website](https://www.j2e.com/data/examples)  Google sheets  Google maps | | |
| Ilearn2 Support |  | <https://www.ilearn2.co.uk/year-2-data-handling-html/> | | | | <https://www.ilearn2.co.uk/year4datahandling-html/> | | | | <https://www.ilearn2.co.uk/year5datahandling-html/> | | |
| 3D Design |  | 1. Change the colour and pattern of elements.  2. Position and rotate objects on a design. 3. Position objects in relation to each other. 4. Resize, rotate, flip and arrange objects behind/in front of each other. | | | | 1. Understand 3D spacial awareness.  2. Add 3D shapes, resize, adjust height, duplicate and use the different perspective.  3. Re-create different types of buildings using 3D shapes.  4. Create roads/paths by adjusting the height of 3D shapes.  5. Add windows and door shapes. | | | | 1. Add, move, change colour and duplicate a brick.  2. Rotate bricks.  3. Use sloping bricks and special bricks for a purpose.  4. Change the transparency of bricks. | | |
| Ilearn2 Resources |  | Arthur DIY homes website  Make tree house website  <http://www.citycreator.com/>  <https://media.abcya.com/> make a robot. | | | | [TinkerCAD](https://www.tinkercad.com/) | | | | [Mecabricks website.](https://www.mecabricks.com/en/workshop) | | |
| Ilearn2 Support |  | <https://www.ilearn2.co.uk/year13ddesign.html/> | | | | <https://www.ilearn2.co.uk/3ddesignteacher-html/> | | | | <https://www.ilearn2.co.uk/3ddesignteacher-html/> | | |
| Presenting  (Word Processing / Slide Show Presetnations) | F1   * Display children's photographs. * Children talk about film/photo work   F2   * Display children's photographs. * Children talk about film/photo work * Make a class/group multimodal text with photos and sound   Explore a talking book | 1. 1.Change the background colour of a page. 2. Add, resize and position images (pictures) on a page.  3. Type and position text on a page. punctuation.  4. Label pictures with text. 5. Use word-banks for writing sentences about pictures. | 1. Add a book cover with title, author, colour and image. 2. Add multiple pages based on a theme. 3. Add text on different pages. 4. Add images on different pages to match the theme/text. 5. Add voice recordings to match the text and theme. | | | 3. Add narration using text and direct speech using speech bubbles. 4. Save comic with name and title. | | 1. Copy and Paste text and images.  2. Find and replace words.  3. Format text for a purpose.  4.Add bullet points to make lists.  5. Experiment with Keyboard shortcuts. | | 1. Add page colour and style. 2. Add, position and format text on different pages. 3. Add and position images. 4. Add audio, including hiding it behind an object. 5. Add hyperlinks to text and images. 6. Search for shapes. 7. Lock and arrange shapes (extension task). | | Change two elements of font for titles in word processing:  font size and bold    Know rule of thirds for slideshow presentation Animate shapes/symbols in  slideshow presentation |
| Ilearn2 resources |  | [ABCYa Colour, Paint and Draw website](https://www.abcya.com/games/abcya_paint" \t "_blank)  [Junior Infant Tools Paint website](https://www.j2e.com/jit5#paint) | [**www.writereader.com**](http://www.writereader.com/)**.** | | | [Make Beliefs Comix website](https://www.makebeliefscomix.com/Comix/)**.** | | Google Doccs | | [Book Creator](https://bookcreator.com/) | | Google Slides  Google Docs  Word  PowerPoint |
| Ilearn2 support |  | <https://www.ilearn2.co.uk/year-1-text-images-html/> | <https://www.ilearn2.co.uk/eboookcreationks1-html/> | | | <https://www.ilearn2.co.uk/comiccreationteacher-html/> | | <https://www.ilearn2.co.uk/document-html/> | | <https://www.ilearn2.co.uk/year-5-ebook-creation-html/> | |  |
| Evaluating | * Say what software to use for a task * Talk about own digital work (share photographs from a school trip or holiday to recall a past event) | * Know when to print your work – is it all finished? * "Does it look right on paper?" * Have you used the right colours when you've printed? * Are the fonts/images in the correct places when printed? | * Save work as version 1 and adapt for version 2 before printing * "Does it look right on screen?" * Adapt colours/fonts/sizes of images before printing version 2 | | | * Check work is finished and has name on before printing * Check colours and fonts and images are appropriate to task | | * Plan and keep to a specific style or look for their work- are the fonts, colours, layout appropriate and effective for the content and audience (eg. Don’t use rainbow colours in a PPT about the Holocaust, don’t use yellow text on white in a poster as it’s hard to read) * Do you own the digital images that you have used in your work? | | * As year 4 but over a wider range of tasks, topics and audiences. * Do you have permission to use the images you have included in your work? | | * Evaluate another’s presentation on the basis of content and appropriate style. * Refine the quality of presentations as a result of peer review. * Did you credit the owners of digital work you have gained permission to share? |