### Digital Competence Framework

#### Strand: Citizenship

**Element:** Identity, image and reputation

- distinguish between someone they know and someone they have never met, e.g. this links to personal and social education (PSE)/well-being and would form part of ‘Stranger Danger’ education

**Element:** Health and well-being

- use digital devices and media with care, e.g. name a variety of digital devices and handle appropriately

**Element:** Digital rights, licensing and ownership

- add their name to digital work by using initial letter, e.g. type the first initial of their name on a keyboard

**Element:** Online behaviour and cyberbullying

- identify emotions of others on a range of digital software, e.g. 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

- give reasons for likes/dislikes of on-screen activities.

#### Strand: Interacting and collaborating

**Element:** Communication

- understand that there are different forms of online communication, e.g. e-mail, messaging, video call

**Element:** Collaboration

- work together with a partner/partners on a piece of digital work

**Element:** Storing and sharing

- save work by clicking an icon.

#### Strand: Producing

**Element:** Planning, sourcing and searching

- 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

**Element:** Creating

- explore and use different multimedia components in order to capture and use text, image, sound, animation and video

**Element:** Evaluating and improving

- describe in response to questions some of what has been done in the digital task, e.g. add comments using recording feature in software.

- perform a range of tasks effectively, e.g. visit familiar websites/apps

- give feedback on what others have created

- reflect on and take responsibility for their own learning, e.g. give reasons for likes/dislikes of on-screen activities.

#### Progression step 1

**With increasing independence learners are able to:**

- recognise that actions have consequences and identify simple rules to keep them safe (offline and online), e.g. classroom rules/charters should incorporate digital and non-digital rules

- recognise that data can be shared online, e.g. with adult support, find images of themselves and others for instance on the school websites/social media page, etc.

- talk about everyday use of devices and digital media, e.g. identify a range of media and digital devices from familiar experiences, and make simple observations about their uses

- add their name to digital work, e.g. type their first name on a keyboard

- find the name of the author on digital work

- explain how people can connect with others online, e.g. identify forms of communication (including digital)

- use appropriate words and feelings, e.g. discuss words and feelings that could upset people – link to offline personal and social education (PSE) and well-being work.

- navigate through a piece of software using an internal menu to find desired item

- 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

- select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video

- comment on work in relation to a single success criterion, e.g. add comments using recording feature in software.
### Digital Competence Framework

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<thead>
<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Data and computational thinking</td>
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**Progression step 1**

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.

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.

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<tr>
<th>Strand</th>
<th>Element</th>
<th>With increasing independence learners are able to:</th>
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<tbody>
<tr>
<td>Data and computational thinking</td>
<td>Problem-solving and modelling</td>
<td>• complete patterns and sequences&lt;br&gt;• follow a simple sequence of instructions&lt;br&gt;• create one-step instructions and identify the next step</td>
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<td>Data and information literacy</td>
<td>• gather data using objects&lt;br&gt;• recognise that there are different types of data, e.g. sort and/or match objects/photographs/symbols&lt;br&gt;• sort familiar objects using set criteria.</td>
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<td>• control devices by giving them instructions&lt;br&gt;• listen to and follow a sequence of instructions from others&lt;br&gt;• create verbal instructions&lt;br&gt;• attempt alternative approaches to solve a problem or achieve a goal&lt;br&gt;• begin to interpret information/data by making direct comparisons, e.g. explain why one group/set is different to another set&lt;br&gt;• classify objects using one criterion&lt;br&gt;• create a simple pictogram using suitable software.</td>
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