Digital Literacy

Year Group	e-safety/digital citizenship	Digital Literacy
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1	- Understand there is arrange of information on the internet - Navigate age appropriate websites - Know what to do if they find something inappropriate online - Know that the internet can be used to communicate with others	Graphics Packages (painting) • Use a paint package to create a simple picture to communicate their ideas • Begin to explore shape line and colour to communicate a specific ideas • Use brush and pen tools, create lines and textures and use the flood fill spray and stamp tools. • Create a stamp to make patterns and designs • Begin to use ICT to source, generate and amend ideas for their art work • Develop a variety of skills using a range of tools and techniques. • Use image manipulation tools to modify a picture. Digital photographs and video • Use a digital camera or camcorder to take a picture or record their work • Go on to develop greater control over the video camera • Begin to edit digital photographs
2	- Use the internet purposefully to answer specific questions - Demonstrate a knowledge of how to communicate safety online - Understand that not everything on the internet is true - Write suitable and purposeful emails	Graphics Packages (painting) • Use a paint package to create a detailed picture for a specific purpose. • Explore shape line and colour to communicate a specific idea. • Use ICT to source, generate and amend ideas for their art work

	- Know the differences between communicating via email and online in a discussion forum - Publish information on a blog for others to view - Know what to do if they find something inappropriate online	• Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style / effect • Create 3D models and Nets using 2Design and Make Digital photographs and video • Develop greater control over the digital stills or video camera • Begin to discuss the quality of their image and make decisions (e.g delete a blurred / bad image) • Begin to select and edit and change images Animation • Use an animation program (e.g. 2Animate - PurpleMash) to create a sequence of still images which together form a short animated sequence • Create a simple animation to illustrate a story or idea
3	- Use the internet to undertake purposeful research and distinguish between fact and fiction - Safety use a range of online communication tools e.g. Forums, polls and email - Publish work on a blog for a wider audience - Know what to do if they find something inappropriate online	Graphics Packages (painting) • Acquire and retrieve images from cameras and the internet and begin to use paint packages or photo-manipulation software to change an image (e.g. apply different effects) • Select specific areas of a painting, copy and paste to make repeating patterns. • Investigate symmetry and reflection tools. Digital Photographs • Begin to independently capture, retrieve and edit a digital image. • Continue develop greater control over the digital stills video camera. • Discuss the quality of their own and others' captured images and make decisions (e.g. keep, delete, change) Animation & video • Create a short animated sequence from captured images in simple storyboarding software.

		• Capture "footage" from camcorders into simple movie editing software. Arrange to create a short film that convey meaning • Import music into video editing software and add to film projects.
4	- Understand how to use the internet safely for research and by following lines of enquiry - Understand that not everything on the internet is true and know what to do if they access something inappropriate - Understand the function of a search engine and the importance of using the correct search criteria - Understand the internet is a resource to support their work and begin to understand plagiarism - Use web pages effectively to find information - Use a range of online communication tools to exchange information and collaborate with others within and beyond their school e.g. blog, social networking and online gaming - Know who and how they can contact to report concerns	Graphics Packages (painting) • Acquire, store and retrieve images from cameras, scanners and the internet and begin to use paint packages or photo-manipulation software to change an image (e.g. apply different effects) • Select specific areas of a painting, copy and paste to make repeating patterns. Resize elements. Digital Photographs • Begin to independently capture, store, retrieve and edit a digital image • Develop greater control over the digital stills video camera and use the enhanced tools (Macro, Landscape, Zoom) • Discuss and evaluate the quality of their own and others' captured images and make decisions (e.g. keep, delete, change) Animation & video • Create a short animated sequence from captured images in simple storyboarding software, to communicate a specific idea. • Capture "footage" from camcorders into simple movie editing software. Arrange, trim and cut clips to create a short film that convey meaning • Import music and stills into video editing software and add to film projects. • Add simple titles and credits
5	- Use the internet as a resource to support their work	Graphics Packages & Digital Photographs

	- Understand that online research involves processing the information (rather than copying) and interpreting it for others - Recognise issues of copyright and the importance of acknowledging sources - Recognise not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website - Understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school - Recognise their right to be protected from the inappropriate technology by others and the need to respect the rights of other users - Use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness - Evaluate their own use of web publishing tools and how they present themselves online - Know who and how they can contact to report concerns	• Begin to enhance a presentation by acquiring, storing and combining images from different sources. • Through peer and self-evaluation, children begin to refine and make appropriate changes. • Create images using a range of techniques to develop a particular style. • Independently capture, store, retrieve and edit digital images to improve them. • Understand issues relating to copyright of images – e.g. when selecting image sources. Animation & Video • Plan and create a short animated sequence to communicate a specific idea, using a storyboard. • Begin to use a timeline to combine stills, video and sound using a video editing package • Begin to use transitions in video editing software and understand the effect they have on the audience. • As part of the ongoing creative process children discuss and evaluate their own and others' movies and their suitability for the audience and purpose.
6	- Select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school - Confidently and efficiently use the internet as a tool for research and critically evaluate websites - Recognise not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website - Understand the issues of plagiarism, copyright and data protection in relation to their work	Graphics Packages & Digital Photographs • Enhance a presentation by acquiring, storing, and combining images from different sources. • Through peer and self-evaluation, children refine and make appropriate changes. • Use an object based graphics package to design and develop a plan to find a solution to a specific problem (e.g. design a child's bedroom, garden, zoo, map, playground, crazy golf) • Independently capture, store, retrieve and edit digital images to improve them thinking about the purpose of the image.

	- Exchange and share ideas with a wider audience and evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and how they present themselves online - Know who and how they can contact to report concerns including online methods of reporting	Make choices such as portrait or landscape, face shot or body shot. • Continue to develop understanding of issues relating to copyright of images – e.g. when selecting image sources. Animation & Video • Plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline • When using a video camera take into account background, camera position and sound quality to ensure the recording is fit for purpose. Use movie editing software to combine stills, video and sound using a timeline. • Make use of transitions and special effects in video editing software and understand the effect they have on the audience. • Export movies in a variety of formats and use them in multimedia presentations. • As part of the ongoing creative process children discuss and evaluate their own and others' movies and refine for given audience/task