



## Digital Literacy Outcomes

Our aim is for all children to become digital citizens; for all children to be competent, confident and conscientious using digital and traditional content in effective and safe ways.

The digital literacy outcomes ensure that throughout the school day children are developing their digital literacy skills. Digital literacy goes beyond the functional skills needed to be IT literate and aims to instil digital practices in all parts of school life.

Children need to learn how to use of the technology for education as well as entertainment. They need to acquire esafety skills including when it is best to use traditional methods or to have a digital detox. Digital literacy is the responsibility of all staff. All staff should provide opportunities for the digital literacy outcomes below to be embedded in the curriculum. The curriculum is enhanced by computing projects during the year.

Digital literacy is divided into the following areas:

- **Citizenship:** Identity, image & reputation; health & well-being; digital rights, licensing & ownership; online behaviour & cyberbullying.
- **Interacting & collaborating:** Communication; collaboration; storing & sharing; creation of digital content.
- **Producing digital content:** Planning, sourcing and searching; creating; evaluating and improving.
- **Data & computational thinking:** Problem solving and modelling; data and information literacy.

These outcomes form part of the school's digital literacy strategy which has been compiled using research from the following documents. Alpha Plus Group Digital Literacy The Gold Standard (2018), European Framework for Digital Competence of Educators (2017), Digital Competence Framework from Learning Wales (2018), UKCCIS Education for a Connected World, Futurelab Guidance.



## Reception Digital Literacy Outcomes

Children in Reception will be exposed to Digital Literacy in different ways including whole class teaching. For example, reading an interactive story on the whiteboard. These skills can be developed through whole class, group and individual activities.

<b>Citizenship:</b>	<b>Covered</b>
Being to understand that there are rules to help them stay safe when online.	
Start to be aware of personal identity through using Frog with the class.	
<b>Interacting &amp; collaborating:</b>	<b>Covered</b>
Interact and explore a range of digital equipment e.g. cameras, ipads, beebots, microscopes, laptops	
Use a shortcut on an ipad or a laptop to open a programme	
Use buttons within a computer app or programme to navigate.	
Understand that touch screens, keyboards and a mouse are tools for navigating a computer and entering text/information.	
Begin to understand that devices can be used to communicate ideas in different ways (e.g. text, images, tables and sound).	
Begin to understand that people can communicate with each other via digital devices e.g. sending messages, photos (using Frog).	
With support save work by clicking an icon and begin to understand that the work can be retrieved	
<b>Producing digital content:</b>	<b>Covered</b>
Develop mouse/trackpad control – moving, clicking, dragging.	
Use a program that allows children to select objects and animate them.	
Use a keyboard and notice the effect on screen. With support type simple words, their name etc.	
Use play, stop and pause buttons on a programme e.g. a song, video	
Switching computers on and off: Understand how to turn on computer and which lights come on. That a computer will go into sleep mode and is awoken by moving the mouse. Using Ctrl alt and del.	
Demonstrate good posture using technology	
Collect information by taking photographs/collecting objects. Sort/classify and group this information e.g. by colour, shape	
Use tools in a simple painting programme	
With support add their name to digital work e.g. type their first name on a keyboard. Find the name of the author on digital work.	
Comment on work in relation to a single success criterion e.g. add comments using recording feature in software, explain their thoughts on an app/whiteboard class work	
<b>Data &amp; computational thinking:</b>	<b>Covered</b>
Explore toys that simulate control devices e.g. scanner, microwave, cash tills, with the intention of finding out how it works.	
Use a variety of electronic toys in play situations e.g. use mobile phones, walkie-talkies, iPads, digital camera, dance mats	
Explore the commands needed to control a range of electronic toys e.g. Beebots	



## Year 1 Digital Literacy Outcomes

<b>Citizenship:</b>	<b>Covered</b>
I can give examples of how I might use technology to communicate with others I don't know well.	
I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.  I can explain how this could be either in real life or online.  I can recognise that there may be people online who could make me feel sad, embarrassed or upset. I can give examples of when and how to speak to an adult I can trust.  I can explain how other people's identity online can be different to their identity in real life.	
I can explain rules to keep us safe when we are using technology both in and beyond the home.	
I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.	
Use digital devices within a controlled environment, time and context e.g. use for a given time limit and specified outcome.	
I can recognise that information can stay online and could be copied. I know who to talk to if I think someone has made a mistake about putting something online.	
<b>Interacting &amp; collaborating:</b>	<b>Covered</b>
Begin to identify similarities and differences between online and offline communication e.g. follow same rules when communicating face-to-face and online. Use appropriate words and feelings.	
Simply explain that digital technology can be used to communicate and connect with others locally and globally e.g. text, image, photographs, video, newsletters, email, web services.	
Contribute ideas to class emails or learning platform.	
Saving work: Begin to understand save and save as options. To locate S:/ and use to retrieve work.  To understand saving from the start of a piece of work.  Save work using a familiar word as a filename e.g. child's name/key word and understanding that this work can be retrieved.	
Collaborate with a partner on a piece of digital work. Add their name and the date to work they have created.	
I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).	
<b>Producing digital content:</b>	<b>Covered</b>
I can give simple examples of how to find information (e.g. search engine, voice activated searching), hyperlinks, QR codes.  I can use simple keywords in search engines.  Start to evaluate whether the information is useful or not.	
Comment on work in relation to the success criteria e.g. add comments using recording feature in software.	
<b>Data &amp; computational thinking:</b>	<b>Covered</b>
Good posture and sit up to the computer. Type with two hands.	
Switching Computers on and off (from Reception): Understand how to turn on computer and which lights come on. That a computer will go into sleep mode and is awoken by moving the mouse. Using Ctrl alt and del.	
Logging on and off : I can access any school computer by logging on to S:/ student share area. I know I must only logon as myself and must never share my passwords. I know I should log off after a session. Using Ctrl alt and del.	



## Year 1 Digital Literacy Outcomes

Data & computational thinking (cont'd):	Covered
Resizing windows: How to move windows and resize.	
Simple Printing: How to print to a network printer.	
Can type using capitals and lowercase text. Understands how to change the case using caps lock or temporarily change it using shift.	
Understand that symbols on the top of a key can be accessed by holding down shift.	
Delete both ways using the backspace and delete keys and can micro move the cursor using the keyboard arrow keys.	
Use undo and redo buttons.	
Switching devices on (iPads): Knowing that you need to click the bottom button and then swipe the screen at the bottom from left to right to turn the device on.	
Navigating, opening and closing Apps: navigating apps by swiping fingers right or left to move between menus. Opening sub menus (if any) by pressing finger on a menu. Opening an App by pressing your finger on the App. Closing an App by clicking the big button at the bottom and swiping closed.	
Taking a photo using the built-in camera app (iPads). Knowing how to switch between forward and back facing cameras.	
<p>Paint Programme - (taught within Computing lessons maybe used across the curriculum too)</p> <ul style="list-style-type: none"> <li>• Paint with different colours.</li> <li>• Paint with different brushes.</li> <li>• Create shapes</li> <li>• Save their paintings in their folder</li> <li>• Fill an area with a colour.</li> <li>• Undo and redo.</li> <li>• Add text.</li> <li>• Format text.</li> <li>• Resize text and images.</li> </ul>	
<p>Programming with ScratchJr - (taught within Computing lessons maybe used across the curriculum too)</p> <p>The platform encourages basic understanding of algorithms and how to create precise instructions for visual working programs. It begins to develop a sense of creating, debugging and logical reasoning, which are required for further programming at KS2.</p> <ul style="list-style-type: none"> <li>• open the ScratchJr app and start a new project</li> <li>• add new characters and backgrounds</li> <li>• use blocks for movement in different directions</li> <li>• create short sets of sequenced instructions</li> <li>• use different end blocks, including repeat forever</li> <li>• change the size of characters to grow or shrink</li> <li>• hide and show characters with an instruction block</li> <li>• program two or more characters with instructions at the same time.</li> <li>• use a repeat block for a section of instructions and specified number of times</li> <li>• predict the behaviour of a character, based on a sequence of instructions</li> <li>• edit the colours and other features of characters or sprites</li> <li>• create longer sequences of more complex instructions</li> </ul>	
<p>Use simple graphic programs to produce pictograms and other simple graphs. Interpret graphs, discussion information and save simple answers.</p> <p>Collate and group given data using simple words e.g. sort pictures/words. Classify an object using more than one criterion e.g. labelling group/set. Record data collected in a suitable format e.g. use tally charts, pictograms and block graphs in a simple computer package (Taught within Computing lessons maybe used across the curriculum too)</p>	



## Year 1 Digital Literacy Outcomes

Data & computational thinking (cont'd):	Covered
Identify some success criteria in response to questions e.g. choose appropriate colour and add title to the video.  Use text when searching for information/media (image, video, sound) and use an internet browser independently e.g. open web browser and type in one keyword for a search.	
Select appropriate software to complete given tasks in order to use text, image, sound, animation and video.	
Create and follow instructions to navigate programmable toys around a course. Explore outcomes when individual buttons are pressed on a robot. Write own simple instruction sequences to control a device. (Taught within Computing lessons maybe used across the curriculum too)	



## Year 2 Digital Literacy Outcomes

<b>Citizenship:</b>	<b>Covered</b>
I can describe how online information about me could be seen by others.	
I can explain rules to keep us safe when we are using technology both in and beyond the home.	
I can explain how information put online about me can last for a long time.	
I know who to talk to if I think someone has made a mistake about putting something online.	
I can explain what passwords are and can use passwords for my accounts and devices.	
<b>Interacting &amp; collaborating:</b>	<b>Covered</b>
Use Microsoft programmes or equivalent e.g. word processing, presenting tools, spreadsheets.	
Save work using an appropriate file name e.g. child's name and simple title. Use an icon to open saved file.	
I can explain how many devices in my home could be connected to the internet and can list some of those devices.	
I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.	
I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.	
Saving work (from Year 1): To understand save and save as options. To locate S:/ and use to retrieve work. To understand saving from the start of a piece of work.	
<b>Producing digital content:</b>	<b>Covered</b>
Use keywords to search for specific information to solve a problem e.g. type keywords into a search engine and explain how their choice of website helps to solve the problem.	
I can demonstrate how to navigate a simple webpage to get to information I need e.g. home, forward, back buttons; links, tabs and sections.	
I can explain what voice activated searching is and how it might be used e.g. Alexa, Google Now, Siri.	
Copying images from an internet page: Right clicking on the image and selecting save image as, it is fine to do this for personal use but re publishing an image without permission is not acceptable.	
Finding physical places with googlemaps / streetview / googleearth or similar. Postcodes, navigations, different views, maps or satellite.	
Plan how to complete a digital task in relation to identified success criteria.	
Create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks.	
Identify what worked and what didn't giving some of the reasons for their thoughts.	
<b>Data &amp; computational thinking:</b>	<b>Covered</b>
Logging on and off (from Year 1): They can access any school computer by logging on their S:/ student share area. They must only logon as themselves and must never share their passwords. They should log off after a session. Using Ctrl alt and del.	
Simple Printing: How to change printer and selection number of copies.	
Can highlight text by left clicking and dragging or left clicking onto the left of the text which highlights the whole line, or double clicking on a word which highlights a single word.	
Can change font type, size, and colour, make text bold, italic or underline it and know when to use these.	
Taking a screen shot (iPads): Taking a screen shot by holding the off button on the top and the main button on the bottom until the screen flashes.	
Taking a photo using the built-in camera app and manipulating. Switch between forward and back facing cameras. Knowing how to crop, rotate or flip a photo. You could also include other effects such as sketch or black & white if they were useful to a project	
Programming Turtle Logo: (taught within Computing lessons maybe used across the curriculum too) <ul style="list-style-type: none"> <li>• Draw lines of different lengths using the fd command</li> <li>• Move blocks into the Scripts Area</li> <li>• Snap blocks together to combine commands.</li> <li>• Turn the turtle using rt 90 and lt 90</li> <li>• Draw squares and rectangles</li> </ul>	



## Year 2 Digital Literacy Outcomes

<ul style="list-style-type: none"><li>• Create simple algorithms using a number of different blocks.</li><li>• Use the repeat and green flag blocks to control algorithms.</li><li>• Write an algorithm for a shape</li><li>• Use the repeat command</li><li>• Combine a range of blocks to achieve a purpose</li><li>• Use more than one sprite and combine algorithms</li></ul>	
Predict the outcome of simple sequences of instructions e.g. predict what will happen if instructions are followed accurately. Create a simple solution that tests an idea e.g. predict what would happen if it went wrong such as the sequence of waking up to go to school.	
Collect and organise data into groups e.g. gather data by voting or sorting and represent in pictures, objects or drawings. Extract information from simple tables and graphs e.g. answer questions on table graph.	
Record data collected in a variety of suitable formats e.g. lists, tables, block graphs and pictograms.	



## Year 3 Digital Literacy Outcomes

<b>Citizenship:</b>	<b>Covered</b>
Explain the similarities and differences between offline and online communications e.g. follow the same rules when communicating face-to-face and online discuss how online communication can be misinterpreted.	
Identify different forms of bullying, including cyberbullying and suggest strategies for dealing with it e.g. screenshot, block, report. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.	
I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.	
I can explain why I should be careful who I trust online and what information I can trust them with.	
I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).	
Explain how giving credit to another's work is a sign of respect. Explain when and how it is acceptable to use the work of others.	
Acknowledge age restrictions and suitability of digital media and devices e.g. locate and begin to understand PEGI ratings and age restriction guidelines. Identify physical and emotional effect of playing/watching inappropriate content/games.	
I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	
I understand and can give reasons why passwords are important.	
I can describe simple strategies for creating and keeping passwords private.	
<b>Interacting &amp; collaborating:</b>	<b>Covered</b>
Exchange simple online communication e.g. email or video call. Explain the advantages of communicating electronically e.g. time saving (especially covering large distances almost instantly), resource saving, cost effectiveness, able to have multiple users from different countries communicating simultaneously, content is easily shared/saved/stored/tagged. I can give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak). (Taught within Computing lessons maybe used across the curriculum too)	
Save files to a specific location using an appropriate file name e.g. select a file name that would be searchable at a later date. Understand the importance of saving work periodically to avoid losing work.	
Creating and adapting folders: How to navigate the document libraries. How to create, rename, copy, paste and delete folders. How to move from one folder to another.	
Understand simple rules for sharing images and data e.g. understand that photographs cannot be taken of others or shared online without seeking permission first.	
I can describe how connected devices can collect and share my information with others.	
<b>Producing digital content:</b>	<b>Covered</b>
Internet research & communication: <ul style="list-style-type: none"> <li>• Web search – multiple word searches on a standard search engine</li> <li>• To know and understand how word order affects the results returned.</li> <li>• Copying text from an internet page to an office document</li> <li>• Using a – (minus) to exclude words in a search. Including and excluding search words.</li> <li>• Using OR between words to give each word equal values.</li> <li>• Using the advanced search options in Google e.g. searching UK sites only, how old the page is.</li> <li>• Know how to bookmark or favourite a page and name different types of online communication.</li> <li>• Explain why particular results are returned by a search engine.</li> <li>• They will be able to explain who can access their online communication when they use different forums.</li> <li>• Children will know how and why online activity leaves a digital footprint.</li> <li>• Explain what autocomplete is and how to choose the best suggestion.</li> <li>• Explain how the internet can be used to sell and buy things.</li> </ul>	
Create and edit multimedia components. Organise a range of text, image, sound, animation and video for selected purposes.	



## Year 3 Digital Literacy Outcomes

Producing digital content: (cont'd)	Covered
Give an opinion about their own work and suggest improvements e.g. spot mistakes and use editing tools to improve their work.	
I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online.	
Use identified success criteria as a plan for completion of a digital task. Develop strategies for finding information using different keywords and techniques e.g. follow a step-by-step set of instructions on how to search effectively for information relevant to a task and select an appropriate website from skimming through a small number of sources.	
Data & computational thinking:	Covered
<p>Word processing etc.:</p> <ul style="list-style-type: none"> <li>• Using shortcuts e.g. cut, paste, copy, highlight text in bold</li> <li>• Can align text left, right, centre and justify and know when these are used.</li> <li>• Can build a list by using bullet or numbered points.</li> <li>• Can check spelling and grammar</li> <li>• Can orient the page view and page size and print on different paper sizes.</li> <li>• Can search for, insert and manipulate a picture, word art or clip art</li> <li>• Create a simple text box, resize a text box, rotate, format text box.</li> <li>• Move a text box or any other object around the page.</li> <li>• Deleting a text box, clip art or other objects.</li> <li>• Insert and format shapes.</li> <li>• Copy a screenshot into another application.</li> <li>• Use the Snipping Tool.</li> </ul>	
<p>PowerPoint or similar:</p> <ul style="list-style-type: none"> <li>• Understand that programs like PowerPoint are primarily about presenting information in manageable chunks/slides.</li> <li>• Know how to add text to a slide and how to modify if using simple formatting tools.</li> <li>• How to add slides and change their layout using the options available.</li> <li>• Know how to add pictures or clipart onto a slide</li> <li>• Know how to place your slideshow into and out of the presentation mode and how to reorder slides.</li> <li>• Understand that only main information is needed in a presentation you will talk alongside.</li> <li>• Create a hyperlink to another slide or website.</li> <li>• Use slide transitions</li> <li>• Insert audio and video files</li> <li>• Record audio onto a slide</li> <li>• Plan a branching story / presentation</li> <li>• Create simple slide templates</li> <li>• Copy and organise slides as required.</li> <li>• Use animations to introduce objects to a slide</li> <li>• Evaluate the layout of presentation slides effectively.</li> </ul>	
<p>Programming – Turtle (taught within Computing lessons maybe used across the curriculum too)</p> <ul style="list-style-type: none"> <li>• Create and debug algorithms to draw regular polygons using the repeat command/block</li> <li>• Draw shapes with spaces between using penup and pendown</li> <li>• Draw regular polygons using Logo to calculate the angle</li> </ul>	
<p>Represent a solution symbolically e.g. the order of waking up, through a diagram of flow chart and find the variables in the solution.</p> <p>Detect and correct mistakes in sequences of instructions e.g. identify mistakes in a solution that would cause it to fail (debug).</p> <p>Identify repetitions or loops in a sequence e.g. identify where to shorten a set of instructions by repeating steps, for instance when learning a new song.</p>	
Collect data, enter and being to analyse in given formats e.g. table, charts, databases and spreadsheets.	



## Year 4 Digital Literacy Outcomes

<b>Citizenship:</b>	<b>Covered</b>
Identify actions to report and prevent cyberbullying e.g. use strategies such as not replying, reporting and saving evidence.	
I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.	
I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online.	
Understand that information put online leaves a digital footprint or trail e.g. to aid identify theft.	
Understand how to protect themselves from online identity theft e.g. security symbols such as a padlock, phishing, scam websites.	
Identify risks and benefits of installing software e.g. identify possible risks of installing free and paid software, for instance free software could download viruses to the device/computer.	
Identify the positive and negative influences of technology on the environment e.g. consider the different ways free time is spent and begin to find a balance between active learning and digital activities. Explain the importance of balancing game and screen time with other part of their lives.	
Understand that copying the work of others and presenting it as their own is called 'plagiarism' e.g. begin to consider consequences of plagiarism. Recognise watermarks and copyright symbols, e.g. recognise watermarks on a variety of media, know the reasons for using watermarks and explore how watermarks can be added in different software.	
I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others.	
I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	
I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	
I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.	
I can explain what a strong password is.	
I can describe strategies for keeping my personal information private, depending on context.	
<b>Interacting &amp; collaborating:</b>	<b>Covered</b>
Internet research: <ul style="list-style-type: none"> <li>Opening multiple web pages without leaving the search</li> <li>Google synonym search - Using a tilde (~) before a search to return synonym results</li> <li>Google dictionary definition or similar</li> <li>Google fill in the blanks - Using an (*) to get Google to fill in the blank. <i>Southampton – football</i> would remove all references to Southampton Football club</li> <li>Knowing that some results are sponsored – these are for paid for and not necessarily the most linked to or useful.</li> </ul>	
Exchange online communication with other learners, making use of a growing range of available features e.g. send e-mails with attachments and change formatting (where device allows).	
Manage an online file, adding and responding to comments e.g. create, share and edit an online file engaging in reflective discussion with teacher and peers.	
Understand that there are different types of storage e.g. local, network, online, removable. Manager files and folders locally or online e.g. move files to a different folder	
I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).	
When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples.	
<b>Producing digital content:</b>	<b>Covered</b>
Develop own success criteria to plan a digital task.	
Create and modify multimedia components using a range of software. Modify and present a range of text, image, sound, animation and video for selected purposes.	
Give an opinion about their own and others' work and suggest improvements independently and collaboratively e.g. check through their work and correct their spelling/use a spellchecker;	



## Year 4 Digital Literacy Outcomes

decide if the red line underneath words point to misspelt words; use suggested spellings where appropriate. Give reasons for choices made e.g. discuss the benefits and limitations of a spellchecker.	
Can insert a table and adjust its formatting adding new columns or rows and merging cells	
Know how to add a border to a table. Know how to change the background colour of a cell or the whole table. Using a pre-set table style.	
<b>Data &amp; computational thinking:</b>	<b>Covered</b>
<p>Word processing etc:</p> <ul style="list-style-type: none"> <li>• Taking screenshots and snipping tool (from Year 3)</li> <li>• Resizing digital images.</li> <li>• Can move a word or sentence by lassoing the text and dragging it to a new position.</li> <li>• Can move a word or section of text within the document by cutting and pasting.</li> <li>• Can indent manually or within a list and know when to use these skills.</li> <li>• Multiple Text boxes and other objects on any page – understand that you can have many objects on a page and you can rearrange them to create the best style.</li> <li>• Can copy and paste from the Internet into Microsoft Word etc. removing web formatting</li> <li>• Grouping and ungrouping objects: Know how to group objects once you have arranged them as you want them</li> <li>• Layering objects: Some objects such as shapes and clip art/text work well together but may need to be layered. Use two pieces of paper to illustrate that objects on your Publisher page have depth and can be arranged in front or behind each other.</li> </ul>	
Complex Printing: How to print only one page or multiple pages, change page sizes, paper orientation.	
<p>iPads / Videos:</p> <ul style="list-style-type: none"> <li>• Taking a video using the built-in camera app and editing it in iMovie</li> <li>• Add a sound track, titles and overlays to a single movie or splice a few movies together.</li> <li>• Cut out unnecessary parts of the movie.</li> <li>• Play by plugging it into an interactive whiteboard or converting and emailing</li> </ul>	
<p>Scratch: (if teachers want to use in their classroom)</p> <ul style="list-style-type: none"> <li>• Write a program which accomplishes a specific goal.</li> <li>• Create a program that includes a logical sequence.</li> <li>• Debug a program they have written</li> <li>• Use repetition and selection.</li> <li>• Work with variables and adjust these depending on the effect they wish to create.</li> <li>• Understand and use the duplicate function.</li> <li>• Demonstrate that they understand how to combine a range of different effects to create their own quiz.</li> <li>• Design a program.</li> <li>• Successfully decompose a problem into its smaller parts.</li> <li>• Analyse the software to check it is fit for purpose.</li> <li>• Build on their existing knowledge to experiment and innovate when programming</li> <li>• Demonstrate how part of a solution might need repetition. Represent a simple solution in a flow chart that contains a looping element e.g. identify where a repeat or loop may work in a flow chart, for instance traffic lights, and select variables.</li> </ul>	
<p>Animation: (taught within Computing lessons maybe used across the curriculum too)</p> <ul style="list-style-type: none"> <li>• Explain what is meant by animation.</li> <li>• Create a series of linked frames that can be played as a short animation.</li> <li>• Control and adjust a time slider to locate a different point in a film clip.</li> <li>• Insert images to create a simple stop-motion animation short film clip.</li> <li>• Evaluate the good and bad points about some animation software.</li> <li>• Describe one or more traditional methods of animation.</li> <li>• Make slight changes to an image using onion skinning, understanding the term.</li> <li>• Use a time slider to find a specific point in a film clip to insert or edit an object.</li> <li>• Edit and refine images in a stop-motion animation short film clip.</li> <li>• Compare different animation software by analysing good and bad points.</li> </ul>	
Begin to create data sets and extract information from them with tables, charts, spreadsheets and databases.	



## Year 5 Digital Literacy Outcomes

Citizenship:	Covered
Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from possible online dangers, bullying and inappropriate behaviour e.g. turn off comments on digital media, block users, and know how to deal with and report inappropriate content and misuse.	
I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context.	
Talk about the impact that the digital content created can have e.g. think critically about the information shared online; be aware of appropriate and inappropriate text, photographs and videos and the impact on sharing these online.  Understand that photographs can be edited digitally, and the rights and permissions associated with this.	
I can describe some of the communities in which I am involved and describe how I collaborate with others positively. I can make positive contributions and be part of online communities.	
I can search for information about an individual online and create a summary report of the information I find.	
I can describe ways that information about people online can be used by others to make judgments about an individual.	
Bias – why was an internet site created? Who created it? Was it someone neutral or was it someone who wanted to send a specific message?	
I can explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’.	
I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).	
I can explain what is meant by a ‘hoax’. I can explain why I need to think carefully before I forward anything online.	
Explain why it is important to discuss their use of technology with an adult e.g. discuss aspects of positive and negative reputation.	
Maintain secure passwords on a regular basis applying the characteristics of strong passwords and refrain from using the same password more than once.	
Cite all sources when researching and explain the importance of this e.g. create simple lists for the referencing of digital and offline sources, discuss rights and permissions associated with this.	
I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.	
I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	
I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.	
I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused.	
Interacting & collaborating:	Covered
Exchange online communication, making use of a growing range of available features e.g. when emailing use search function & manage contacts: (We don’t currently have email for year 5)  <ul style="list-style-type: none"> <li>• Understand purpose of emails and messaging services.</li> <li>• Consider formal and informal styles</li> <li>• Emailing a video or photo from inside Photos. (iPads) - Using the out arrow button to place the photo or video into an email. Knowing how to use the Google mail contacts to email it to users within the school or school blogs</li> <li>• Show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each e.g. explain when video conferencing may be more appropriate than email and vice versa; explain the pros</li> </ul>	



## Year 5 Digital Literacy Outcomes

and cons of using instant messaging in social contexts; talk about purpose and audience.	
<p>Internet Research &amp; Webpage design</p> <ul style="list-style-type: none"> <li>• Comment on the features and layout of a webpage.</li> <li>• Create a new webpage with a chosen layout and format text in the webpage.</li> <li>• Independently search for images that can be used in documents.</li> <li>• Insert and format an image in a webpage.</li> <li>• Independently create a hyperlink.</li> <li>• Learn how to share a webpage so it can be viewed by anyone.</li> <li>• Use the advanced features of Google's web search.</li> <li>• Understand and explain bias and authority in webpages.</li> <li>• Know how to use the different share settings in Google Sites.</li> </ul>	
Work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members e.g. editing, commenting, and viewing.	
Saving a copy of a document as a pdf file.	
Back up files to a second or third storage device e.g. removable storage device, network drive (locally or online).	
Upload files from a local drive to online storage.	
Search for a specific file	
I can use different search technologies. I can evaluate digital content and can explain how I make choices from search results. I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence	
<b>Producing digital content:.</b>	<b>Covered</b>
Create a written plan using a template provided to design digital content. Adjust keywords and search techniques to find relevant information; begin to reference sources used in their work; consider if the content is reliable e.g. find information using accurate terms, use a range of sources to check validity and understand the impact of incorrect information.	
<p>Create 3D models based on using the software SketchUp Make or similar. Children will learn how to create simple and complex 3D models. They will be able to add detail and manipulate 3D models using a variety of tools. (if teachers want to use in their classroom)</p> <ul style="list-style-type: none"> <li>• Draw 2D shapes or lines.</li> <li>• Draw simple 3D models.</li> <li>• Manipulate 2D shapes into 3D shapes.</li> <li>• Import 3D models from the 3D warehouse.</li> <li>• Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill.</li> <li>• Draw and manipulate 3D models independently.</li> <li>• Use inference points to draw lines and shapes.</li> <li>• Use a wide range of SketchUp tools and concepts including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse.</li> <li>• Draw and manipulate scale 3D models.</li> <li>• Select the correct tools for different features.</li> <li>• Independently use a wide range of SketchUp tools and concepts including: making groups and components, offset, inference, arc, scale and follow me.</li> <li>•</li> </ul>	
Combine a range of multimedia components to produce an appropriate outcome. Create, collect and combine a range of text, image, sound, animation and video for selected purposes.	
Explain reasons for layout and content of own work, e.g. evaluate the presentation for audience and appropriateness. Comment on reasons for layout. Invite feedback/responses from others.	



## Year 5 Digital Literacy Outcomes

Data & computational thinking:	Covered
<p>Presentations e.g. PowerPoint:</p> <ul style="list-style-type: none"> <li>• Understand that when you have to get up and talk alongside a presentation no animation and simple slide layout is often less distracting for your audience</li> <li>• Be able to talk alongside a basic presentation cycling your presentation slides at the right times</li> <li>• Understand that presentations that you speak alongside need to be readable at the back of a room</li> <li>• Investigate the similarities and differences between a web 2.0 presentation tool such as Slide Rocket or Prezi and PowerPoint</li> <li>• Be able to collaborate on a presentation</li> </ul>	
<p>Spreadsheets:</p> <ul style="list-style-type: none"> <li>• Understand what a spreadsheet does.</li> <li>• Identify key elements of a spreadsheet (cells, columns, rows and formula's)</li> <li>• Know how to manipulate rows and columns</li> <li>• Begin to enter formulae with the SUM function.</li> <li>• Be able to enter formulae into cells</li> <li>• Edit data and discuss the effect on results.</li> <li>• Use further functions including AVERAGE, MIN and MAX.</li> <li>• Create graphs.</li> <li>• Design their own spreadsheet for a specific purpose.</li> <li>• Understand the advantages of spreadsheets over comparative manual methods</li> <li>• Design their own spreadsheet for a specific purpose and present it appropriately</li> </ul>	
<p>Controlling Devices: Flowcharts e.g. Flowol software (version 4.0), Children are taught to build sequences of instructions, control multiple outputs and structure algorithms with decisions and inputs.</p> <ul style="list-style-type: none"> <li>• Follow written instructions to draw a simple flowchart.</li> <li>• Insert symbols into a flowchart.</li> <li>• Add inputs into a flowchart.</li> <li>• Identify conventional symbols, understanding the process of each stage.</li> <li>• Create a program to control a simple sequence.</li> <li>• Modify symbols in a flowchart for effect.</li> <li>• Create flowcharts for multiple inputs and outputs.</li> <li>• Use decisions and subroutines.</li> <li>• Program inputs and outputs.</li> <li>• Solve a given problem independently with a flowchart solution, organized into multiple subroutines.</li> <li>• Create a program to control a sequence with variables.</li> </ul>	
Radio Station - Audacity	
Design simple sequences of instructions (algorithms) including the use of Boolean values (i.e. yes/no/true/false) e.g. with the algorithm demonstrate the correct use of Boolean values given an either/or response.	
Create, explore and analyse data sets, highlighting relationships within them e.g. using spreadsheets, databases, tables and charts.	



## Year 6 Digital Literacy Outcomes

Citizenship:	Covered
Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from possible online dangers, bullying and inappropriate behaviour e.g. turn off comments on digital media, block users, identify the risks and legal consequences of sending intimate images and content/sexting; recognise language that could be deemed offensive (including racist, sexist, homophobic, transphobic) in online activities. I can demonstrate ways of reporting problems online for both myself and my friends.	
I can describe how some online information can be opinion and can offer examples. I can describe ways in which media can shape ideas about stereotypes. I can explain how and why some people may present 'opinions' as 'facts'. I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.	
I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').	
Terms & conditions of web 2.0 resources: Age limits, Who owns the data? Will your email address and personal details be passed on? Identify the benefits and risks of giving personal information and device access to different software.	
Explain what metadata of a photograph can include e.g. date, time and location. Identify benefits and risks of mobile devices broadcasting the location of the user/device e.g. apps accessing location.	
Understand that photographs can be edited digitally and discuss rights and permissions associated with this.	
Identify secure sites by looking for privacy seals of approval e.g. https, padlock icon.	
Understand how and why people use their information and online presence to create a virtual image of themselves as a user.	
I can assess and action different strategies to limit the impact of technology on my health (e.g. night- shift mode, regular breaks, correct posture, sleep, diet and exercise).	
I can explain the importance of self- regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents ).	
I can show I understand my responsibilities for the well-being of others in my online social group.	
I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).	
I can explain how I am developing an online reputation which will allow other people to form an opinion of me.	
I can describe how to capture concerning content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.	
Cite all sources when researching and explain the importance of this e.g. create simple lists for referencing of digital and offline sources; discuss the rights and permissions associated with this.	
I use different passwords for a range of online services.	
I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).	
I know what to do if my password is lost or stolen.	
I can explain what app permissions are and can give some examples from the technology or services I use.	
I can describe simple ways to increase privacy on apps and services that provide privacy settings.	
I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	
Interacting & collaborating:	Covered
Create and share hyperlinks to local, network and online files. Password-protect a file.	
Work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members e.g. .editing, commenting, viewing. E.g. create a Google spread sheet or Google Doc and share it with your class so that research can be collated in one place.	
Exchange online communication, making use of a growing range of available features e.g. manage folders within email including reporting features to the filter spam and make use of webcams to facilitate video calls.	



## Year 6 Digital Literacy Outcomes

<p>Show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each e.g. explain when video conferencing may be more appropriate than email and vice versa; explain the pros and cons of using instant messaging in social contexts; talk about purpose and audience.</p>	
<p><b>Producing digital content:</b></p>	<p><b>Covered</b></p>
<p>Plan work independently before beginning the digital task. Extend strategies for finding information; store previous searches and results for the future use e.g. reference through hyperlinks and bookmark a website.</p>	
<p>Use a range of software to produce and refine multimedia components. Select and combine a range of text, image, sound, animation and video to produce an outcome for a selected purpose; use software tools to enhance the outcomes for specific audiences.</p>	
<p>Explain reasons for layout and content of own work e.g. evaluate the presentation for audience and appropriateness. Ensure output is appropriate for specific purpose.</p> <p>Comment on reasons for layout and content. Invite feedback/responses from others e.g. use 'comment' in word online/excel online for asking or adding suggestions.</p> <p>Create groups and share work between them to allow review of work.</p>	
<p>I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked.</p>	
<p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p>	
<p><b>Data &amp; computational thinking:</b></p>	<p><b>Covered</b></p>
<p>Presentations:</p> <ul style="list-style-type: none"> <li>Understand that sometimes a presentation is run by the viewer without the creator being present and that some effects can enhance the viewers' enjoyment.</li> <li>Investigate which transitions and animations enhance a viewer's enjoyment and which distract from a presentation.</li> <li>Know how to change the running order of animations and slide timings.</li> <li>Know how to record a commentary or notes to go with a presentation</li> </ul>	
<p>Kodu Programming: (taught within Computing lessons maybe used across the curriculum too)</p> <ul style="list-style-type: none"> <li>Open Kodu and navigate the programming environment using keyboard or mouse.</li> <li>Add objects to a world and program them using When and Do instructions.</li> <li>Plan and design the features of an original virtual environment.</li> <li>Program a character to move around a track.</li> <li>Create a path for a character to follow.</li> <li>Follow instructions given in the Kodu programming environment.</li> <li>Describe the actions of a sequence of Kodu commands.</li> <li>Use tools to change the size of the ground and raise or lower the landscape.</li> <li>Decompose code into smaller parts and explain it in their own words.</li> <li>Create a race track with an end goal for a game.</li> <li>Program a character to follow a path.</li> <li>View existing code and explain how it works.</li> <li>Create unique worlds with particular attention to detail in the addition of appropriate objects.</li> <li>Use ideas from existing codes to adapt and write their own programs.</li> <li>Edit and refine a race track design to improve playability.</li> <li>Adjust character and path settings to create an appealing game.</li> <li>Demonstrate how progress or processes run by following a sequence of instructions exactly and in order.</li> <li>Demonstrate how an algorithm is useful for representing a solution to a problem through testing.</li> <li>Understand that changing instructions can affect or even terminate a process e.g. moving instructions around in a program could produce unexpected outcomes or cause the program to fail altogether.</li> </ul>	



## Year 6 Digital Literacy Outcomes

<p>Film Making:</p> <ul style="list-style-type: none"><li>• plan and write a script using appropriate software;</li><li>• search for relevant information using appropriate websites;</li><li>• use a digital video camera (or similar device) to record;</li><li>• plan suitable questions to ask an interviewee;</li><li>• import video files into video editing software.</li><li>• plan additional elements for film-making such as locations and props;</li><li>• evaluate whether information is reliable or not;</li><li>• speak clearly into the camera when being recorded;</li><li>• frame an appropriate filming shot when interviewing;</li><li>• arrange video files to form a complete film.</li><li>• structure the timing of sections to meet a given running time;</li><li>• cross-check information using different sources;</li><li>• use a variety of camera angles and shots to record;</li><li>• improvise and react to responses by an interviewee;</li><li>• preview a movie project using software and refine, based on the preview.</li></ul>	
<p>Construct, refine and interrogate data sets to test or support an investigation.</p>	



## Year 7 Digital Literacy Outcomes

Citizenship:	Covered
I can give examples of how the internet and social media can be used for positive self-promotion. I can explain how people can curate and experiment with their identity online and why they might wish to do this.	
I am aware that my own personal online activity, history or profile (my 'digital personality') will affect the type of information returned to me in a search or on a social media stream, and intended to influence my beliefs, actions and choices.	
I can reflect on and assess the role that digital media plays in my life and give clear examples of where it benefits my lifestyle.	
I can explain how presenting myself in different ways online carries both benefits and risks and I can describe and assess what these could be. I can explain strategies to reduce potential risks.	
I can explain how and why people who I communicate with online may try to influence others negatively and can offer examples. e.g. grooming; radicalisation; coercion.	
I can explain strategies for assessing the degree of trust I place in people or organisations online.	
I can describe the initial signs of potentially problematic situations e.g. grooming, cyberbullying. I can assess when I need to take action and explain what to do if I am concerned about an online relationship.	
I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobic, racist, gender, exclusion). I can demonstrate a basic knowledge of the legal aspects linked to online. I can demonstrate how I would intervene (and how I would assess if this should be directly or indirectly) to support others who are experiencing difficulties online. I can give examples of effective strategies which might help myself or others.	
I can explain how online 'market places' can enable small businesses or individuals to do business within a global market.	
I can assess the benefits and limitations of online commerce.	
I can explain the term 'connectivity': the capacity for connected devices ('internet of things') to collect and share information about me with or without my knowledge (including microphones, cameras and geolocation). I can describe how this can affect me.	
I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of me (e.g. contribute to my online reputation).	
I recognise and can discuss the pressures that technology can place on me and how/ when I think I should respond. I can give some examples of those pressures (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement). I can explain how I might recognise that I need support to control my use of technology and who might provide that support.	
I can explain how and why it is important to always ensure I make safe and secure online payments.	
I can explain that online services have terms and conditions that govern their use. I can give examples from some common online services that illustrate how they impact on a user and analyse these to make informed choices.	
I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware).	
I can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware).	
I can identify commercial content and scams (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).	
I can explain how my internet use is often monitored (e.g. by my school or internet service provider).	
I know that commercial online content can be viewed, accessed or downloaded illegally.	
I can give some examples of illegal access (e.g. illegal streaming, pirate sites, torrent sites, peer-to-peer sharing) and the associated risks.	
Understand copyright, licensing, fair use and the rights they have as creators e.g. consider different ways people license their copyrighted work. I can accurately define the concept of plagiarism. I can use this definition to evaluate my own use of online sources.	
Explain how their digital usage is tracked e.g. know basic data protection laws and how organisations are responsible for the security of collected data.	
Use strategies for guarding against identity theft and scams that try to access their private information online e.g. safely manage browser history and cookies.	



## Year 7 Digital Literacy Outcomes

<b>Interacting &amp; collaborating:</b>	<b>Covered</b>
I can use various additional tools to refine my searches (e.g. search filters: size, type, usage rights etc.).	
When I publish online content, I am aware of how that content can be interpreted by others.	
Filter the communication received e.g. sorting out emails, deciding whom to follow on social media etc. responsibly use digital tools to interact with others using more advanced features.	
Manage and use a growing range of online communication accounts and the features offered within each e.g. email accounts, messaging accounts etc.	
Take account of chronological changes made to a file and choose appropriate restore points if needed.	
Track the changes of a document/view the revision history and restore a previous version where appropriate.	
Take account of the file size and type and understand that storage devices may have a limited storage space.	
<b>Producing digital content:</b>	<b>Covered</b>
Select and use effective planning techniques. Search for necessary information and assess the quality of the information found; assess sources of information to determine if they are reliable and reference valid sources e.g. search a range of sources and critically evaluate search findings.	
Use software tools to create and enhance text, image, sound, animation and video components; combine the components to produce appropriate outcomes for a range of audiences and purposes	
Evaluate own and others' work and justify content for audience e.g. comment on others' work in relation to layout and content, respond to feedback.	
<b>Data &amp; computational thinking:</b>	<b>Covered</b>
Identify different parts of a process e.g. variables, loops, case statements and comments.	
Predict process outcome after modifying inputs e.g. predicting the effect of changing/editing a set of instructions.	
Modify a given flowchart to change the variables of an algorithm e.g. add a process or a counter to it that would increment or decrement values.	
Create a data capture form, capture data, search data and create a database or spreadsheet with appropriate data input method.	



## Year 8 Digital Literacy Outcomes

Citizenship:	Covered
I can explain strategies to manage and protect my 'digital personality'. I can monitor my online reputation and can take clear steps to ensure that it promotes a positive image. I can identify some of the key laws governing online behaviour and reputation and the potential criminal implications of breaking them.	
Demonstrate the healthy online behaviours (physical and psychological) and identify unacceptable behaviour e.g. in relation to cyberstalking, harassment, abuse of trust and radicalisation.	
I can explain how online images can help to reinforce stereotypes. I can describe some of the pressures that people can feel when they are using social media (e.g. peer pressure, a desire for peer approval, 'FOMO'). I can explain how personal images can be photo-manipulated.	
I can explain how relationships can safely begin, develop, be maintained, change and end online.	
I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm. I can explain what is meant by sharing explicit images, the different terms used for this, and a range of possible outcomes. I can demonstrate strategies to gain help and report concerns for myself and others.	
I can give examples where positive contributions have effected change in an online community (e.g. Gamergate, gaming communities, social media).	
I can explain and give examples of how what I write online can also affect my school, family or social group, or future opportunities.	
I can explain how cruelty and unpleasant comments can escalate quickly online. I can describe some of the laws that govern online behaviour and bullying and the potential implications of breaking them.	
I can explain how social media can amplify, weaken or distort the apparent strength, validity, or popularity of an idea, belief or opinion by being shared between and reinforced by like-minded individuals; (e.g. an 'echo-chamber').	
I can explain how online anonymity may permit some people to express extreme views or abusive comments; I can assess how social media may create the impression that more people hold these views than actually do.	
I can explain how contributors to social media may be 'social bots'.	
I can analyse and evaluate the reliability and validity of online information based on content as well as appearance.	
I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g. wellness apps, fitness trackers, meditation/ relaxation apps). I can demonstrate criteria for assessing and differentiating between health sites that offer unbiased, accurate and reliable health information from those promoting a product or agenda.	
I can identify online content and/or groups that promote unhealthy coping strategies (e.g. suicide, eating disorders, self-harm). I can identify who I would talk to if I thought someone was at risk of being influenced by such sites.	
I can explain how to manage security software (e.g. anti-virus, security patches, adware blockers) on my devices and understand why regular updates are important.	
I can demonstrate ways in which I can change my browser settings to make my online browsing more secure (e.g. cookie permissions, do-not-track-me, password storage, incognito).	
I can explain app permissions and analyse them to make informed choices on which apps I use.	
I can explain how the security of devices connected to the internet may be compromised e.g. webcams, monitors, phones or toys - I can demonstrate actions I can take to minimise such compromise (e.g. covering cameras on computers when not in use).	
I can assess how secure sites are that store my content and can identify appropriate sites to inform my choices (e.g. https, Verisign).	
I can explain how and assess when more secure use may require more advanced password management (e.g. dual-factor authentication, regular rolling, security questions, captcha, biometrics).	
I can explain how to manage and report issues if I discover or suspect a device has been compromised or I (or someone I know) are the victim of a scam (e.g. phishing, identity theft, ransomware).	
I understand the concept of software and content licensing. I can explain the principles of fair use and apply this to case studies.	
I can identify the potential consequences of illegal access or downloading and how it may impact me and my immediate peers.	



## Year 8 Digital Literacy Outcomes

<b>Citizenship: (Cont'd)</b>	<b>Covered</b>
I can explain why controlling copyright of my content may be limited when using social media, website and apps.	
I understand Creative Commons Licensing protocols. Understand copyright, licensing, fair use and the rights they have as creators.	
I can demonstrate simple ways in which I can protect my own work from copyright theft.	
I can evaluate the possible impact of legal and illegal downloading on those people who create online content and the consequences for the wider community.	
<b>Interacting &amp; collaborating:</b>	<b>Covered</b>
I can navigate online content, websites or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions).	
I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results).	
Act responsibly as creators and users of creative work e.g. .explore decisions that creators make when exercising their creative rights and responsibilities, giving consideration to ethical, real-life issues.	
Identify high-risk situations and active strategies to avoid them e.g. critically evaluate behaviour to limit exposure to high-risk situations.	
Select and use different online communication tools for specific purposes with higher levels of competence e.g. set up and manage an address book and organise contacts on appropriate mailing lists; independently carry out a video call for a specific purpose including screen sharing where appropriate.	
Independently select and use online collaboration tools to create a project with others.	
Use appropriate advanced file-management techniques e.g. tagging, compression.	
Search a variety of sources using relevant search techniques with increased complexity; organise previous searches and information for improved functionality and reference using appropriate methods e.g. begin to categorise and group searches to make information handling more efficient; ensure that information sources are current, reliable and valid.	
<b>Producing digital content:</b>	<b>Covered</b>
Select and use a variety of effective planning techniques.	
Use many features of a range of software to produce and refine multimedia components. Use software tools to create and enhance text, image, sound, animation and video components; combine the components to produce appropriate outcomes for a range of audiences and purposes. Explore and develop formal text document structures for given purposes.	
Justify the reasons for choices and explain the advantages and disadvantages of the different outputs, e.g. produce a basic evaluation report including justification for layout and content. Suggest and make improvements depending on feedback and self-evaluation.	
<b>Data &amp; computational thinking:</b>	<b>Covered</b>
Identify patterns and opportunities for re-using code e.g. parts of a method or instruction list that can be used to solve similar problems in different situations and/or systems.	
Apply logical reasoning to a problem to formulate a solution e.g. explain and justify how and why a solution to a problem is suitable.	
Modify a given flow chart to change rules of an algorithm e.g. adjust conditions of actions in a flow chart, for instance changing the boundaries of a counter in a loop to change how the program functions.	
Change an algorithm and predict the outcome.	
Construct frequency tables for sets of data, grouped where appropriate, and perform simple analysis on data sets.	