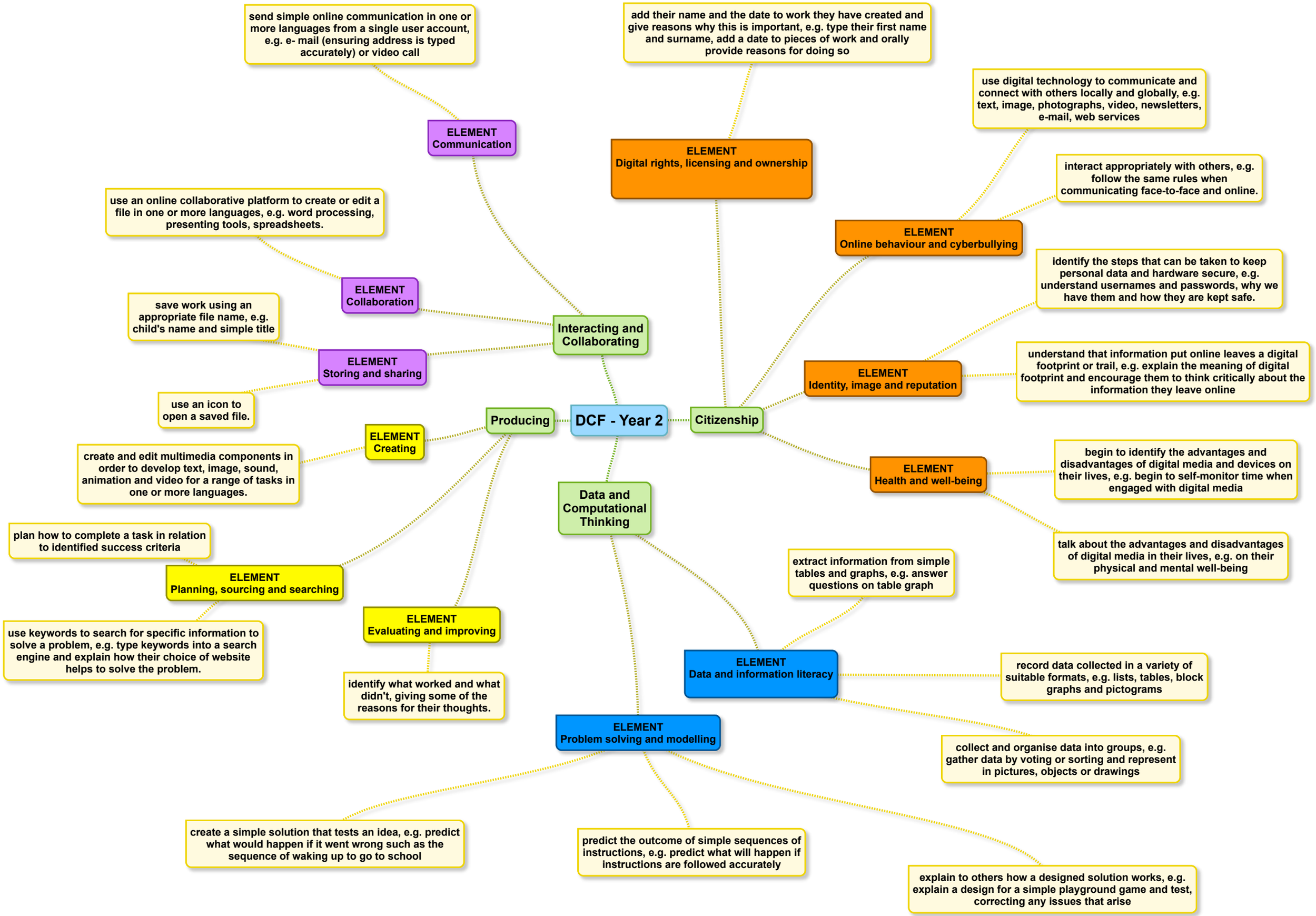
DCF - Year 2
Interacting and Collaborating
ELEMENT Communication
send simple online communication in one or more languages from a single user account, e.g. e- mail (ensuring address is typed accurately) or video call
ELEMENT Collaboration
use an online collaborative platform to create or edit a file in one or more languages, e.g. word processing, presenting tools, spreadsheets.
ELEMENT Storing and sharing
save work using an appropriate file name, e.g. child's name and simple title
use an icon to open a saved file.
Producing
ELEMENT Creating
create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks in one or more languages.
ELEMENT Planning, sourcing and searching
plan how to complete a task in relation to identified success criteria
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.
ELEMENT Evaluating and improving
identify what worked and what didn't, giving some of the reasons for their thoughts.
Citizenship
ELEMENT Digital rights, licensing and ownership
add their name and the date to work they have created and give reasons why this is important, e.g. type their first name and surname, add a date to pieces of work and orally provide reasons for doing so
ELEMENT Online behaviour and cyberbullying
use digital technology to communicate and connect with others locally and globally, e.g. text, image, photographs, video, newsletters, e-mail, web services
interact appropriately with others, e.g. follow the same rules when communicating face-to-face and online.
ELEMENT Identity, image and reputation
identify the steps that can be taken to keep personal data and hardware secure, e.g. understand usernames and passwords, why we have them and how they are kept safe.
understand that information put online leaves a digital footprint or trail, e.g. explain the meaning of digital footprint and encourage them to think critically about the information they leave online
ELEMENT Health and well-being
begin to identify the advantages and disadvantages of digital media and devices on their lives, e.g. begin to self-monitor time when engaged with digital media
talk about the advantages and disadvantages of digital media in their lives, e.g. on their physical and mental well-being
Data and Computational Thinking
ELEMENT Data and information literacy
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
collect and organise data into groups, e.g. gather data by voting or sorting and represent in pictures, objects or drawings
ELEMENT Problem solving and modelling
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
predict the outcome of simple sequences of instructions, e.g. predict what will happen if instructions are followed accurately
explain to others how a designed solution works, e.g. explain a design for a simple playground game and test, correcting any issues that arise