Digital Literacy

Skills Development Resource

Digital Literacy - Skills Development Resource

EARLY LEVEL

Building the Curriculum 4

ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under "ICT to enhance learning".

These state that (they) "are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them".

EARLY LEVEL

I explore software and use what I learn to solve problems and present my ideas, thoughts or information. **TCH 0-03a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Log on and off the computer	● aware of logging on and on the computer ● log on and off the computer with a generic log in ● log on and off the computer with their own log in	• General discussion around logging on and off • Explanation of having own log in and why passwords are important and should be kept secret and not shared with others. • Individual log in on cards for each child with username and password	HWB 0 -16a HWB 0 -17a	Generic log in for class Think You Know website – Hectors World explains the need to keep your passwords safe. **http://tinyurl.com/yjkqopg**
Move objects on an interactive whiteboard	● use the pen to move items on the interactive white board ● use a single click to select and draw using the pen on the interactive white board ● use a double click to open programs etc on the interactive white board	• Use Serif Craft Artist or the Internet to move objects around the interactive whiteboard. Serif Craft Artist poster - moving objects around on the IWB to create a poster detailing their I earning for example about Stars and Planets during a Space topic. • Using an Interactive Whiteboard with Young children – some hints and tips **http://bit.ly/183CVDi** • It would be useful to discuss, show and let the children try out calibrating the board	LIT 0-01a, 0-11a, 0-20a LIT 0-01b, 0-11b SCN 0-06a	Interactive Whiteboard pen and pointer Serif Craft Artist 2 Simple Suite Internet

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Open programs	- aware that programs can be opened - open programs with some support - open programs confidently	• An introduction to opening programs through Virtual Applications. • Google Earth – Investigate where we are in the world, search for other places in Dundee, Scotland, The World. Use Google Street View to map their journey to and from school. • World Wide Telescope – Investigate planets in the solar system to support a Space topic. • Comic Life – Use the word art tool to type in their name or type topic words. Change the colour, size, font of the text. • Photostory 3 – Use photographs to animate a story.	SCN 0-06a SOC 0-07a SOC 0-09a SCN 0-06a LIT 0-20a LIT 0-21b	Pivot 2 Simple Google Earth World Wide Telescope Comic Life Photostory 3 I Can Animate Windows Movie Maker Paint Serif **http://ictearlyyears.e2bn.org/**
Open, save, close and retrieve a document	- double click on a document to open - double click on a document to open and click on the x to close - double click on a document to open, click the save button and save to their own documents and use the x to close	• Create documents in 2 Simple, Comic Life or Pivot which children can open and edit. • Create a Pivot document. Import a background to animate a man on the moon for a Space topic. Save this in an shared area or on the desktop for children to open and access. • Support a literacy topic in a similar way Import a picture of a beanstalk and have the stick man as Jack from Jack and the Beanstalk • Create a 2 Simple Paint document with a blue sea background already created on it, children draw on their Rainbow Fish.	SCN 0-06a LIT 0-31a EXA 0-02a	Software applications and programs currently on curricular computers Tablet devices, if available

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Print a document	● aware that printers can print documents ● know that the print icon on a document can print and I can print with support ● use the print icon on a document to print	• Use 2 Simple Paint to draw a picture e.g. castle, house, animal and print using the print icon on the document relevant to the class topic. •	EXA 0-02a LIT 0-21b	Printer Computer Spftwari eG. 2 Paint a picture, MS Paint, Serif DrawPlus
Manipulate text and images	● move text and images around a document using click and drag with support ● move text and images around a document using click and drag ● select text and images, move and resize	• Move images and text around DTP documents, Word Processing Documents, • Make a poster, picture as part of a topic, children can resize the images or text on the page. Add a picture pf a flower to a Serif CraftArtist document, children can resize to make it tall and short • Using Serif Craft Artist or MS Word, get children to make cards with commonn words, children type in the words then risize them They can also change the font • Children make the Pivot stickman move by clicking on the man and his joints. Recreate PE movements. • Resize text in Comic Life as part of numeracy words. Give children word cards with numeracy words like add, plus, minus, take away. Children type in these words and then resize them.	MNU 0-11a ENG 0-12a LIT 0-13a LIT 0-21a HWB 0-24a MNU 0-03a	Serif PagePlus Microsoft Word, Pivot Comic Life Serif CraftArtist

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Mouse Skills Including click and drag, single click, double click	● use a mouse, move and single click ● use a mouse, move, single click and drag ● use a mouse, move, single click and drag and double click	• Use Internet games e.g. Education City to use mouse skills • Use a small mouse like this from TTS **http://bit.ly/16iJT0C**	This can cover a variety of outcomes	Files Education City Mouse skills websites Crickweb Early Years **http://tinyurl.com/24ztdv** Kent Trust Literacy Games **http://tinyurl.com/69ob78e** CBeebies Big and Small **http://tinyurl.com/brcdmry**
Use software or hardware or the internet to present ideas	● aware that some software can be used to present ideas ● use software to present ideas with support ● use software to present ideas	• Use Nintendo DS to draw or write ideas using Pictochat Use a tablet or handheld device eg. Tablet or iPad to draw, write or record ideas e.g. draw an animal from the class topic • Use gaming consoles e.g. Kinectimals with the X Box, Eyepet with the PS3, Wii Pirates game, Space game, Wii Sports Consolarium Glow Group - **http://tinyurl.com/cy4ox44** Read about how you might use gaming in an early years classroom here **http://tinyurl.com/c4ss243** • Use stopwatches etc. to record time during lessons e.g. Time a running activity, run on the spot for two minutes • Use a BeeBot to move around a BeeBot mat using directional language This can be used to match sounds tell a story, find numbers and shapes • Mind map using software like Kidspiration or 2Connect Active Inspire or online tools like • **https://bubbl.us/**	LIT 0-01b ENG 0-12a/LIT 0-13a/LIT 0-21a EXA 0-02a HWB 0-22a MTH 0-17a LIT 0-02a LIT 0-19a MNU 0-02a MTH 0-16a	Gaming EG. PS2, PS3, Wii, X Box, Nintendo DS iPad, Tablet Stopwatches **http://tinyurl.com/csc2fvd** BeeBots **http://tinyurl.com/borgyfj**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Create a moving image	● can watch and discuss animations ● can take photos and use software to create their own animation with support ● can take photos and videos independently and use software to create their own animation with support	• Use software to support moving image education. e.g. I Can Animate, Pivot, Photostory 3 or Windows Movie Maker supporting the children in creating a class or group animation • Pivot – Make the stickman move like gymnastics/dance movements or import a background to animate Jack climbing the beanstalk • Photostory 3 – Take photos of a scene using different parts of a story. Import these into Photostory 3 and support children in recording a narration. Then create a movie	HWB 0-24a LIT 0-26a LIT 0-31a	Camera Digital Camera/Flipcam Pivot I Can Animate Photostory 3 Windows Movie Maker
Control and Modelling	● experiment with control and a modelling robot ● with support can move a control and modelling robot ● can move a control and modelling robot	• Investigate using a BeeBot or remote control car to move around the classroom/nursery • Use a BeeBot or other control and modelling robot to move from one point to another e.g. A BeeBot number line, move forwards and backwards using the control and modelling buttons • Use a BeeBot or other control and modelling robot to move from one point to another e.g. A BeeBot mat using backwards, forwards and right and left buttons to navigate around a phonics/rhyming mat	TCH 0-09a MTH 0-17a MNU 0-03a LIT 0-01a LIT 0-11a LIT 20a SOC 0-09a	BeeBot BeeBot number line Various BeeBot Mats (Please contact the Learning Through Technology Team for ideas and find out what mats are available)

I enjoy exploring and using technologies to communicate with others within and beyond my place of learning. **TCH 0-04a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use a digital camera to take a picture	• know that digital cameras can take photographs and can aim and click button to take a photo • aim, click and take a photo capturing the main content in the photo • aim, click, take a photo and view the photos on the camera	• Take photographs of the local environment (e.g. shapes, own learning, local environment to share with others e.g. a learning partner, a group, the class, or with the wider world in Glow or a Blog to share their learning • To use the camera to take photographs of their learning for their personal profiles • Record learning or storytelling onto a Photobook to share with parents	MTH 0-16a HWB 0-19a SOC 0-07a HWB 0-12a HWB 0-11a HWB 0-19a LIT 0-02a, ENG 0-03a	Digital Camera Video Camera (e.g. Flipcam) Easi-speak Microphone **http://tinyurl.com/cp54mmn** Microscope **http://tinyurl.com/dx7v6l3** Digital Movie Camera
Use technologies to communicate	• aware that we can use technology to communicate with others • aware that we can send text, emails etc. and use these to communicate with others • browse a folder an identify photos that could be shared with others	• As a class share photos that children have taken with others through e.g. A blog, Glow with other classes, Email other classes or schools • Take part in a Lync meeting (e.g. authors, with another class or school) • Discuss ways that we can communicate with other through technology e.g. Twitter, Blogs, Emails, Text • With support use technology like Active Expressions/Activote to communicate during learning for assessment and sharing ideas • Use Hector's world from the Think You Know website to heighten awareness of being safe online - **http://tinyurl.com/yjkqopg** • Use a generic email or teacher email address to email other classes, schools, teachers etc	This could cover a range of outcomes.	Blogs Glow Digital Camera Computer Internet

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use a video camera to record a moving image	● aware that a video camera takes moving images ● film others and watch back on the camera with support ● film others and watch back on a computer with support	• Use a video camera either with a video camera facility on a digital camera or use a video camera like a Flipcam to record e.g. Learning in the classroom • Film each other carrying out a task and show their peers or class, carrying out a role play situation • Be a weather presenter, film each other and watch back as a class giving peer support • Film each other during a Gym lesson for assessment purposes • Retail a story • Playback the videos for others	HWB 0-19A EXA 0-14a SOC 0-12a HWB 0-21a HWB 0-22a LIT 0-10a	Digital Camera Video Camera EG. Flipcam
Use a microphone or other recording device to record sound	● aware that a microphone can record sound ● record and playback using a microphone with support ● record and playback using a microphone	• Use software like Photostory 3 or Audacity to record their voices to share with their peers to tell a story or create their own song, a group, the class or with the wider world through Glow or a Blog with support • To record sound or voice onto Easi-speak to record learning and share with others e.g. Singing a song, reciting a poem, interviewing a peer • To record onto a recordable speech bubble or talking postcard or talking photo book. Record a story, song, sound, sentence	LIT 0-02a ENG 0-03a LIT 0-09b LIT 0-09a LIT 0-09a	Photostory 3 Songsmith Easi-speak microphone Computer plug in microphone Recordable speech postcard **http://tinyurl.com/bt5rm3g** Recordable speech bubble **http://tinyurl.com/cjsfsbx** Talking Book **http://tinyurl.com/cp54mmn**

EXPERIENCE AND OUTCOME

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. **TCH 0-04b**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use a digital camera to take a picture	🔴 know that digital cameras can take photographs and can aim and click button to take a photo 🟠 aim, click and take a photo capturing the main content in the photo 🟢 aim, click, take a photo and view the photos on the camera	• Take photographs of the local environment (e.g. shapes, own learning, local environment to share with others e.g. a learning partner, a group, the class, or with the wider world in Glow or a Blog to share their learning • To use the camera to take photographs of their learning for their personal profiles • Record learning or storytelling onto a Photobook to share with parents	MTH 0-16a HWB 0-19a SOC 0-07a HWB 0-12a HWB 0-11a HWB 0-19a LIT 0-02a, ENG 0-03a	Digital Camera Video Camera (e.g. Flipcam) Easi-speak Microphone **http://tinyurl.com/cp54mmn** Microscope **http://tinyurl.com/dx7v6l3** Digital Movie Camera
Use a video camera to record a moving image	🔴 aware that a video camera takes moving images 🟠 film others and watch back on the camera with support 🟢 film others and watch back on a computer with support	• Use a video camera either with a video camera facility on a digital camera or use a video camera like a Flipcam to record e.g. Learning in the classroom • Film each other carrying out a task and show their peers or class, carrying out a role play situation • Be a weather presenter, film each other and watch back as a class giving peer support • Film each other during a Gym lesson for assessment purposes • Retell a story • Playback the videos for others	HWB 0-19a EXA 0-14a SOC 0-12a HWB 0-21a HWB 0-22a LIT 0-10a	Digital Camera Video Camera EG. Flipcam

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use a microphone or other recording device to record sound	● aware that a microphone can record sound ● record and playback using a microphone with support ● record and playback using a microphone	• Use software like Photostory 3 or Audacity to record their voices to share with their peers to tell a story or create their own song, a group, the class or with the wider world through Glow or a Blog with support • To record sound or voice onto Easi-speak to record learning and share with others e.g. Singing a song, reciting a poem, interviewing a peer • To record onto a recordable speech bubble or talking postcard or talking photo book. Record a story, song, sound, sentence	LIT 0-02a, ENG 0-03a LIT 0-09b LIT 0-09a LIT 0-09a	Photostory 3 Songsmith Easi-speak microphone Computer plug in microphone Recordable speech postcard **http://tinyurl.com/bt5rm3g** Recordable speech bubble **http://tinyurl.com/cjsfsbx** Talking Book **http://tinyurl.com/cp54mmn**

Digital Literacy - Skills Development Resource

FIRST LEVEL

Building the Curriculum 4

ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under "ICT to enhance learning".

These state that (they) "are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them".

FIRST LEVEL

EXPERIENCE AND OUTCOME

As I extend and enhance my knowledge of features of varies types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH1-03a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Understand how to calibrate the interactive whiteboard	● understand why an IWB might need to be calibrated ● use the pen to click on the crosses to calibrate the board ● Press and hold the Keyboard and Mouse buttons on the Smartboard, and then use the pen to calibrate the board	Use interactive whiteboard for daily activities including online games, brain storming ideas Use SMART response handsets to participate in class, group discussions Manipulate / move text and images on interactive whiteboard Use SMART Notebook features or the Internet to move objects around the interactive whiteboard	Activities can be used to link to all areas of the curriculum	IWB SMART Respnse Handsets, can be booked for short term loan from H2L2 Internet Access
Use an interactive whiteboard	● manipulate and move objects on IWB ● locate simple tools from the toolbar ● use more advanced tools (e.g. ruler)	Take part in class discussions using SMART response handsets – can also be linked in with Brainpop UK (registration required) Allow children to change tools independently (e.g. pen, highlighter, eraser, fill tool, colour) from toolbar	Activities can be used to link to all areas of the curriculum	Glow External Resources (Spark Island / Big Bus)
Log on and off with own password to the network/Glow	● use generic login ● use individual login ● navigate glow / network drives	Access Glow external resources including Big Bus and Spark Island for language/maths activities	MNU 1-03a MNU 1-09a MNU 1-09b MNU 1-10a LIT 1-21a IT 1-22a	

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Word processing skills	• open blank word processing doc • use simple text formatting tools (font, size, colour) • save doc in My Docs or shared area	Use Serif PagePlus, Comic Life or MS Word to create a document which includes text, images and graphics e.g. design an invitation, poster or poem Create a poster - use a wordbank in Clicker to select and drag words to accompany an image to describe (e.g drag words to describe a pirate) Re-drafting work (then could be shared by copying and pasting into Class Glow Blog to be shared and celebrated with a wider audience) Use of Clicker 5 to create variety of written tasks with aid of wordbanks	LIT 1-21a LIT 1-22a LIT 1-24a LIT 1-26a	Clicker Comic Life MS Word Glow Blog Glow Clicker 5 2 Simple
Be able to access a database	• with support, open database template • independently access database template • use and make simple amendments to database and save to shared area	Access and input information into a database about classmates, sports, minibeasts, planets Data handling after practical activities e.g. plant growth rate, shadow length vs time of day	MNU 1-20a MNU 1-20b MTH 1-21a	2 Simple Database 2 Simple Spreadsheet
Be able to add data into a spreadsheet	• with support, can access spreadsheet • independently access spreadsheet • add simple data into spreadsheet and save to shared area			
Use presentation software	• include text using simple presentation design template • add images to text using simple presentation template • use simple design features to change text and images in a presentation	Use a MS Powerpoint or Prezi to create a simple presentation on topic, RME / Myself / a short presentation for class assesmbly Illustrate a sequence of events using photostory (e.g Scottish history) Use 'Wordclouds' (e.g Wordles or AbcyaWordClouds) to display information (e.g. target spelling words, words associated with a topic as assessment or words to describe themselves)	Activities can be used to link to all areas of the curriculum LIT 1-21a LIT 1-24a LIT 1-26a SOC 1-03a SOC 1-04a	MS Powerpoint Prezi Photostory 3 Internet Access (Wordle / ABCya Word Clouds) Windows Movie Maker

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Use software to crop and resize digital images	● open a digital image within programme (e.g. MS Word / Picture Manager) ● with support can use crop and resize tools ● save altered image to shared area	Use Picture Manager/web based resources to resize and crop images to use in other applications e.g. Glow Rename edited image and save into newly created folder within 'My Documents' Use Google Earth to search for areas of interest/to track journeys for trips/to map safe journey to school	SOC 1-13a SOC 1-14a HWB 1-18a	MS Picture Manager Glow Access to network Google Earth
Use simple animation software	● understand that animation works by taking a series of images ● take series of photos / moving objects slightly each time ● review images	Create a short animation based on a story, song, historical event Create a short Pivot animation based on a well-known story or an original short story written by pupils	SOC 1-03a SOC 1-07a	Pivot I Can Animate Photostory 3 Windows Movie Maker
Use a search engine to research	● understand that internet can be used to find information ● use given search words and websites to find info ● use given search words to access websites for info	To research a given subject by accessing a reliable internet search engine	Activities can be used to link to all areas of the curriculum	Internet Access
Manage 'My Documents' including creating folders	● understand that My Docs is a private storage area ● create new folders to file docs ● use new folders to file docs	Creating folders for different areas of the curriculum / different years / stages and save work into the appropriate folder by an easily searchable name		Access to network

EXPERIENCE AND OUTCOME

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts **TCH1-03b**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Use a search engine to research	● understand that internet can be used to find information ● use given key search words and websites to find info ● use given search words to access websites for info	To research a given subject by accessing a reliable internet search engine Any context which requires the learner to search for relevant, accurate, up-to-date, reliable information can be used to achieve this outcome. Contexts which show this is a transferable skill are especially important so that learners see the value of searching efficiently for information on finances, hobbies, and other information relevant to her/him in her/his personal life. Activities could include : Using class Glow Site to access relevant, safe weblinks for topic work Contribute to class discussions , forums in Glow based on class or group research Research project resulting in a presentation using core software e.g. Sun Moon and Stars, Wallace and Bruce Use Google Earth to locate areas of interest, map journeys for trips and journeys. Investigation of bogus websites to show the need to beware of search engine findings e.g. **http://zapatopi.net/treeoctopus/**	Activities can be used to link to all areas of the curriculum HWB 1-16a HWB 1-17a	Internet Access Glow MS Powerpoint Prezi Google Earth Worldwide Telescope (use Web Client) Virtual tours are excellent

ICT SKILLS DEVELOPED	I CAN… (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
		Share this 2 minute video, Detecting Lies and Staying True, with your pupils. Create simple class 'Internet Safety' campaign (use Internet Safety resources in Think U Know Website Visit Safe Online at TeachingIdeas for games and activity suggestions		
Access Glow	● use generic glow login ● use individual glow login ● navigate national resources and/or class glow group	Access a Glow site, retrieve information and collaborate Complete short homework tasks (e.g. accessing weblinks and answering questions; completing spelling homework in discussion webpart; completing maths game and recording score; uploading a photo from home) Take part in Glow Lync with outside agencies/ other schools Capable pupils with support can explore the use of 'My Site' area as a record of learning	Activities can be used to link to all areas of the curriculum HWB 1-12a LIT 1-10a	Internet Access Glow Webcam

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts **TCH 1-04a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Manage 'My Documents' including creating folders	● understand that My Docs is a private storage area ● create new folders to file docs ● save files to My Docs in appropriate folders	Creating folders for different areas of the curriculum / different years / stages and save work into the appropriate folder by an easily searchable name		Access to network
Research safe weblinks in Glow	● navigate to national resources /class glow group ● with support, can click on weblink and understand will be taken to another website ● click on weblink (holding CTRL) to be taken to another website	Homework set in Glow Site eg. Weblinks to reliable sources of information linking to class work Answer series of questions / take part in class discussion within Glow after using weblinks in class glow group International link projects including developing the use of email; Glow Site discussion boards or forums	Activities can be used to link to all areas of the curriculum	Internet Access Glow
Word processing	● open blank word processing doc using MS Word / Serif ● use simple text formatting tools (font, size, colour) ● save doc in My Docs or shared area	Use Clicker, Comic Life or MS Word to create a document which includes text, images and graph-ics e.g. design an invitation, poster or poem Create a poster - use a wordbank in Clicker to select and drag words to accompany an image to describe (e.g drag words to describe a pirate) Re-drafting work (then could be shared by copying and pasting into Class Glow Blog) Use of Clicker 5 or Purple Mash to create variety of written tasks with aid of wordbanks	LIT 1-21a LIT 1-22a LIT 1-24a LIT 1-26a	Textease Comic Life MS Word Glow Internet Access Clicker

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Access database software	● with support, open database ● independently access database ● use and make simple amendments to database and save to shared area	Access and input information into a database about classmates, sports, minibeasts, planets Data handling after practical activities e.g. plant growth rate, shadow length vs time of day	MNU 1-20a MNU 1-20b MTH 1-21a	2Investigate Database Spreadsheet
Use an interactive whiteboard	● manipulate and move objects on IWB ● locate simple tools from the toolbar ● use more advanced tools (e.g. ruler)	Allow children to change tools independently (e.g. pen, highlighter, eraser, fill tool, colour) from toolbar	Activities can be used to link to all areas of the curriculum	IWB

Connect a digital camera to a computer and download pictures to a shared folder	● locate the image folder on the computer
	
	● review and delete images on computer
	
	● save images in shared area
		Use a digital camera to:
		  Record learning
		  Capture images for literacy (e.g. nouns, verbs and adjectives)
		  Sequence events (e.g. recipe, experiment instructions, well-known story)
		  Capture images for Maths (e.g shape, angles)
		  Capture images for Science / SS (e.g. materials)
		
		Be selective in choosing, altering and saving images
			LIT 1-22a
			
			LIT 1-26a
			
			MTH 1-16a
			
			MTH 1-19a
			
			SCN 1-15a
			
			HWB 1-19a
				Digital Camera
				Camera cable / SD card
				PC

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Use software to crop and resize digital images	● open a digital image within programme (e.g. MS Word / Picture Manager) ● with support can use crop and resize tools ● save altered image to shared area	Use Serif DrawPlus to drag on photographs and text, then save as an image (e.g. Healthy Body Parts) Use Picture Manager, MS Word or web-based resources to resize and crop images (can then be uploaded to Class group / My Glow area and share with parents) Use Paint.net to combine digital photographs (from class event / pics of shapes etc) to create collage.	MTH 1-16a HWB 1-12a HWB 1-47b SCN 1-12a HWB 1-19a	DrawPlus Digital Photographs MS Picture Manager MS Word Dr Pic / Pixlr (web-based photo editing) Paint.net Internet access Glow
Record sound on a microphone	● record simple sounds using an easi speak or computer mic ● review and delete recorded sounds ● with support, save sound files to shared area	Record: • Learning or opinions • Sequence key events in a story • Sound effects • Musical 'productions' / singing • Presentation of work (e.g speeches)	ENG 1-03a LIT 1-06a LIT 1-09a LIT 1-10a EXA 1-19a EXA 1-17a HWB 1-19a	Easi-speak Microphone PC Sound recorder Audacity
Use video software to record a 'Moving Image'	● record moving image in focus ● use zoom function ● review and delete video footage	Use a digital camera either with a video camera facility or use a video camera like a Flipcam to record Performing task (e.g. in gym / drama) For peer assessment purposes For assessment purposes (e.g. in play situation) To make simple 'presentations' as TV presenters or adverts	EXA 1-14a EXA 1-15a EXA 1-11a EXA 1-10a EXA 1-12a HWB 1-24a HWB 1-19a	Digital Camera Flipcam Camera cable / SD card PC

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Control and Modelling	● with support, can follow simple instructions to programme from one point to another ● can independently follow simple instructions to programme from one point to another ● with support, can problem solve to programme from one point to another	Use beebots, to develop Control skills and positional vocabulary eg. Linking to Literacy, Numeracy, Health and Wellbeing such as: • Phonics • Sequencing events to well-known story • Maths – number, shape, angles, position, movement + direction Use of Gaming Technology as part of Cross Curricular project. Pupils' creativity, independence and collaborative working skills can also be developed through GBL projects (see ConsolariumGlowSite for ideas)	LIT 1-21a LIT 1-02a LIT 1-22a HWB 1-23a HWB 1-45b MTH 1-17a MTH 1-18a	Beebots Gaming (Nintendo Wii, Nintendo DS, Xbox, PS3, PSP) Glow – Consolarium Internet Access
Access Glow	● use generic glow login ● use individual glow login ● navigate national resources and/or class glow group	Access a Glow group, retrieve information and collaborate Complete short homework tasks (e.g. accessing weblinks and answering questions; completing spelling homework in discussion webpart; completing maths game and recording score; uploading a photo from home) Take part in Glow Lync Meets with outside agencies/other schools Capable pupils with support can explore the use of 'My Glow' area as a record of learning	Activities can be used to link to all areas of the curriculum HWB 1-12a LIT 1-10a	Glow Internet Access Webcam

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b**

ICT SKILLS DEVELOPED	I CAN… (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use a digital camera to take a picture	● take a digital picture in focus ● use the zoom button to focus on detail ● review and delete photos on the camera	Use a digital camera to: • Record learning • Capture images for literacy (e.g. nouns, verbs and adjectives) • Sequence events (e.g. recipe, experiment instructions, well-known story) • Capture images for Maths (e.g shape, angles) • Capture images for Science / SS (e.g. materials) • Be selective in choosing, altering and saving images	LIT 1-22a LIT 1-26a MTH 1-16a MTH 1-19a SCN 1-15a HWB 1-19a	Digital Camera Camera cable / SD card PC
Connect a digital camera to a computer and download pictures to a shared folder	● locate the camera drive on the computer ● review and delete images on computer ● save images in shared area		HWB 0-19a EXA 0-14a SOC 0-12a HWB 0	Digital Camera Video Camera EG. Flipcam

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use an interactive whiteboard	● manipulate and move objects on IWB ● locate simple tools from the toolbar ● use more advanced tools (e.g. ruler)	Manipulate / move text and images on interactive whiteboard	Brainpop / Twig linking to all areas of the curriculum LIT 1-09a SOC 1-07a SOC 1-13a SOC 1-14a	IWB ActivInspire Textease Internet access (Twig, Brainpop) Google Earth Worldwide Telescope (**www.worldwidetelescope.org**)
Use software to crop and resize digital images	● open a digital image within programme (e.g. MS Word / Picture Manager) ● with support can use crop and resize tools ● save altered image to shared area	Use Serif DrawPlus to drag on photographs and text, then save as an image (e.g. Healthy Body Parts) Use Picture Manager, MS Word or web-based resources to resize and crop images (can then be uploaded to Class sites/My Site area and share with parents) Rename edited image and save into appropriate folder either in My Docs or in shared area on network drive Use Paint.net to combine digital photographs (from class event/pics of shapes etc) to create collage	MTH 1-16a HWB 1-12a HWB 1-47b SCN 1-12a HWB 1-19a	DrawPlus Digital photographs MS Pic Manager MS Word Dr Pic / Pixlr (web based photo editor) Glow Paint.net Access to network

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use software to combine image, text and sound	● locate an image and insert into programme ● add text to image ● insert sound to text and image from files (music/mic)	Depict a story using MS Paint, save as an image and use in Photostory, with pupils' recorded audio Create a poster with information using Serif DrawPlus or PagePlus (e.g. photo of a noun with description underneath) to combine text and image Create a short animation based on a story, song, historical event Use Paint.net to combine digital photographs (from class event / pics of shapes etc) to create collage. Insert text to describe	LIT 1-20a LIT 1-24a LIT 1-26a LIT 1-28a ENG 1-31a EXA 1-02a	MS Paint Photostory 3 Comic Life MS Paint I Can Animate 2Simple Windows Movie Maker
Use a microphone to record sounds	● record simple sounds using an easi speak or computer mic ● review and delete recorded sounds ● with support, save sound files to shared area	Use software like Photostory 3 or Audacity to record their voices to share with their peers to tell a story or create their own song, a group, the class or with the wider world through Glow or a Blog. To record sound or voice onto Easi-speak to record learning and share with others (e.g. singing a song, reciting a poem, interviewing a peer) Record: • Learning or opinions • Sequence key events in a story • Sound effects • Musical 'productions' / singing • Presentation of work (e.g speeches) • For assessment purposes (e.g.reading) • To include in presentation (PPT, Photostory) • To include in short animation (on Pivot)	ENG 1-03a LIT 1-06a LIT 1-09a LIT 1-10a EXA 1-19a EXA 1-17a HWB 1-19a	Photostory 3 Audacity Glow Glow Blog Easi-Speak Microphone PC Sound Recorder MS Powerpoint Pivot I Can Animate
Use a video camera to record a moving image	● record moving image in focus ● use zoom function ● review and delete video footage	Use a digital camera either with a video camera facility or use a video camera like a Flipcam to record • Performing task (e.g. in gym/drama) • For peer assessment purposes • For assessment purposes (e.g. in play situation) • To make simple 'presentations' as TV presenters or adverts	EXA 1-14a EXA 1-15a EXA 1-11a EXA 1-10a EXA 1-12a HWB 1-24a HWB 1-19a	Digital Camera Flipcam PC Camera cables

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use simple presentation software	● include text using simple presentation design template ● add images to text using simple presentation template ● use simple design features to change text and images in a presentation	Use MS Powerpoint or Prezi to create a simple presentation on topic / group story / for class assembly Illustration of a sequence of events using PhotoStory or Comic Life Use 'Wordclouds' (e.g Wordles or AbcyaWordClouds) to display information (e.g. words associated with a topic as assessment or words to describe themselves)	Activities can be used to link to all areas of the curriculum	MS Powerpoint Photostory 3 Comic Life Internet Access (Wordle/ABCya Word Clouds. Prezi) Windows Movie Maker
Access Glow	● use generic glow login ● use individual glow login ● navigate national resources and/or class glow group	Access a Glow Site, retrieve information and collaborate Complete short homework tasks (e.g. accessing weblinks and answering questions; completing spelling homework in discussion webpart; completing maths game and recording score; uploading a photo from home) Take part in Glow Lync Meets with outside agencies/other schools Capable pupils with support can explore the use of 'My Glow' area as a record of learning	Activities can be used to link to all areas of the curriculum HWB 1-12a LIT 1-10a	Glow Internet Access Webcam
Upload images to Glow	● aware that images can be uploaded to Glow to share with others ● with extensive support, can upload image to shared picture library ● follow instructions to upload image to shared picture library	Log into Glow, navigate to class Glow site, locate images on network and upload, renaming and adding info to share with parents at home Upload images on Class / School Glow Blog to share with visitors	Activities can be used to link to all areas of the curriculum	Glow Internet Access Glow Blog
Take an image with a microscope	● take a photo in focus using digital microscope ● review details on computer ● save images in shared area	Take a series of images with a microscope and sequence to show a process (e.g. bean growing, butterfly lifecycle) Time-lapse sequence with Digital Microscope Examine objects (e.g. materials), take still images and use image in textease / comic life to surround with words to describe material and what would be used for	SCN 1-15a SCN 1-03a HWB 1-50a	Digital Microscope PC Microscope (TTS) Access to network Comic Life

ICT Skills Development Resource

SECOND LEVEL

Building the Curriculum 4

ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under "ICT to enhance learning".

These state that (they) "are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them".

SECOND LEVEL

EXPERIENCE AND OUTCOME

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 2-03a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Web Research	● begin to use more complex strategies to increase relevance of web searches (using quotes round words, Google key words, symbols -, ~) ● bookmark websites ● print web pages ● create folders to categorise bookmarks for quick reference ● use Tabbed Browsing by holding Ctrl button when clicking links to access multiple websites for reference	Research project e.g. Fair Trade where the expectation would be to access given websites to make notes and save relevant (copyright free) images to create a presentation Homework task e.g. to find information on a key figure from WW2 (Hitler, Churchill, Stalin) for a group presentation. In this case it may be beneficial to use the – symbol or "Winston Churchill" to rule out insurance references	ENG 2-03a LIT 2-14a LIT 2-16a ENG 2-17a LIT 2-18a ENG 2-19a LIT 2-29a SOC 2-01a	Internet Glow Images for Schools (through Glow) Scran Wikipedia

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Word-processing	• use more complex text/page manipulation (paragraphing, bullet points, numbering, text alignment, copy/cut/paste, page layout) • insert tables, pictures, clip art • use spell check and select from suggestions • use simple keyboard shortcuts for copy, cut and paste and selecting text • manipulate tables and pictures (by adding rows and columns, formatting cells)	Creating a document as an end of term/topic assessment Submitting a piece of independent personal research Displaying/presenting information collected from surveys in maths or as part of an enterprise project Extended writing piece Compiling notes for use in class debate Creating a contents page Peer assessment/editing of written work, adding notes or highlighting text	LIT 2-20a LIT 2-24a LIT 2-25a LIT 2-26a LIT 2-28a ENG 2-30a	MS Word Glow Text Editor Scran Images for Schools (through Glow)
Data handling	• use the terms field, record, data, form and query • create simple databases with some support • complete queries using one or two fields of information	Collecting/displaying/presenting information collected from surveys in maths or as part of an enterprise project Displaying/presenting information collected from surveys as part of topic work eg. Victorian inventors incl name, town/city, date of birth, date of death, name of their invention/discovery etc	MNU 2-20a MNU 2-20b MTH 2-21a	Topic books (School Library Services) Textease Database
Desktop Publishing	• recognise to use more advanced tools with increasing independence (dice, protractor, camera,) • add text, images and tables to a document • resize/crop/format images and text with increasing independence • begin to use the alignment tool with support	Creating a document as an end of term/topic assessment Submitting a piece of independent personal research Displaying/presenting information collected from surveys in maths or as part of an enterprise project Creating school newspaper, or a newspaper page for language or other topic work Creating a contents/index page	LIT 2-20a LIT 2-24a LIT 2-25a LIT 2-26a LIT 2-28a ENG 2-30a EXA 2-03a	MS Publisher / Serif PagePlus MS Word Comic Life Digital camera Digital images Scran Images for Schools (through Glow)

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Using IWB Software	● continue to use more advanced tools with increasing independence (dice, ● use desktop annotation ● with support create simple presentations using the software.	End of Topic Presentation Using interactive technologies including IWB Maths work: investigating angles, using a compass, probability (dice rolls), measuring, creating graphs, problem solving Using annotate functions in MS Powerpoint	MNU 2-20a MNU 2-20b MTH 2-21a MNU 2-22a	Google Earth Internet Scran Images for Schools (through Glow) SMART Tools MS Powerpoint
Image manipulation	● continue to crop and resize an image with increasing confidence and independence in a range of software packages including Textease, MS Word, MS Publisher, Comic Life ● use Ctrl + Print Screen to make a copy of the visible work space to be pasted into a document for manipulation ● show awareness of different image file formats ● change resolution/file size/ quality of image for different purposes.	Creating a document as an end of term/topic assessment Submitting a piece of independent personal research Creating and maintaining e-portfolios/learning logs to keep a record of their achievements and learning Creating school newspaper, or a newspaper page for language or other topic work	EXA 2-02a EXA 2-03a EXA 2-05a EXA 2-06a	Scran Images for Schools (through Glow) Comic Life Paint.net

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Glow skills, including manipulation of webparts	● know where to Access "My Glow" space and can do this with support. ● use the "Design this Page" option to allow me to manipulate web parts ● access My Glow space with confidence ● reposition Web Parts and/or delete them in My Glow ● add basic Web Parts including Text Editor, Web Links to my "My Glow" page with support ● edit basic Web Parts, adding text, images or other relevant content depending on the Web Part	Collaborative research projects where pupils are working in groups to create a presentation in Glow for their project Collaborative projects where pupils are working with other schools eg. Shared project work or primary/ secondary transition projects Using My Glow space as online storage to keep useful websites, documents, images Adding content in Glow including creating and maintaining e-portfolios/learning logs to keep a record of their achievements and learning	HWB 2-12a	Glow Scran Images for Schools (through Glow) MS Office

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Research	● use more complex strategies to increase relevance of web searches (using quotes round words, Google key words, symbols -, ~) ● use web-based research tools such Google Earth, WW Telescope, Google Timeline ● bookmark websites print web pages ● create folders to categorise bookmarks for quick reference ● use Tabbed Browsing by holding Ctrl button when clicking links to access multiple websites for reference	Any context which requires the learner to search for relevant, accurate, up-to-date, reliable information can be used to achieve this outcome. Contexts which show this is a transferable skill are especially important so that learners see the value of searching efficiently for information on finances, hobbies, and other information relevant to her/him in her/his personal life. Research project e.g. Fair Trade where the expectation would be to access given websites to make notes and save relevant (copyright free) images to create a presentation Homework task e.g. to find information on a key figure from WW2 (Hitler, Churchill, Stalin) for a group presentation. In this case it may be beneficial to use the – symbol or "Winston Churchill" to rule out insurance references Research project e.g. Victorian Aberdeen Aberdeen Harbour, including research of primary and secondary sources incl cross-referencing websites with CD ROMS, journals and other information texts The use of Google in Topic based work ie Locating Pompeii or Mount Vesuvius when investigating Volcanoes or locating schools when undertaking Glow Collaborative Projects Independently access basic Google Earth controls including rotating, zooming in/out Use the search facility on Google Earth to find specific locations Using Layers such as street views on Google Earth to widen or narrow search and access specific data	ENG 2-03a LIT 2-14a LIT 2-16a ENG 2-17a LIT 2-18a ENG 2-19a ENG 2-30a SOC 2-01a	Internet Glow Images for Schools (through Glow) Scran Wikipedia **http://tinyurl.com/cuaxr5t** **http://tinyurl.com/cntok23** **(Links above to YouTube)**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Glow Search	● use Glow search facility to look for other users in my establishment/school ● use the search facility when using Web Parts to find them quickly and easily. ● apply the results of my searches for different purposes	Populating address books using Glow Mail Using the "Search for Other Glow Users" facility to send emails When creating or adding content for Glow Groups pupils should be encouraged to use the search facility to add common Web Parts eg. Text Editor, web Links or Page Viewer	See SECOND LEVEL, page 5	Glow
Using the Network (Manipulating Documents)	● save and name files appropriately ● use the search facilities in Windows to retrieve documents efficiently ● save a file adding a tag for efficient searching purposes	This should be done within the context of day to day saving of work whether it is maths, language, topic or any other area where the pupil is using ICT	See SECOND LEVEL, page 5	MS Office Picture Files

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts **TCH 2-04a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Control and Modelling	● use programming language and simple commands to make simple shapes including rectangles, squares and triangles ● write procedures to solve design problems ● apply my learning creatively in a variety of different contexts	Any context where the use of ICT can be involved can be used to achieve this outcome. To allow pupils to experiment, time should be set aside for pupils to explore freely newly introduced software/equipment where appropriate. This might include free play or "challenge cards" that guide exploration to work out features they have not been shown yet. Pupil should now be given opportunities to choose an appropriate skill or piece of software for a given task, making informed choices. eg PagePlus vs MS Publisher for creating a newspaper. Using MS Logo, or a similar package, many design-based problem solving challenges can be set: Can you draw (simple shape)? Can you write your name? Can you make a shape that has (?) angles? Can you make a shape that has (?) sides? Can you make a shape that looks 3D? Can you draw a farm animal Use the Turtle to draw a street with three houses on it Create 3D worlds using Kodu Creating animation using Scratch Creating a simple maze game with Gamemaker All these activities can be set for small groups or individuals. They can also be completed at red, orange or green level depending on the ability of the group Actvities can be linked to maths work or topic work (Draw a space rocket with three windows)	MTH 2-16a MTH 2-16c MTH 2-17b MTH 2-17a MTH 2-17c EXA 2-03a	Textease Turtle Protractors Robolab Scratch Kodu Gamemaker **http://tinyurl.com/2mah9w**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Data Handling	● use the terms field, record, data, form and query ● create simple databases with some support ● create databases independently ● complete queries using one or two fields of information	Collecting/displaying/presenting information collected from surveys in maths or as part of an enterprise project. Creating and designing surveys as part of topic work ie. Different Animals incl name, species, average height, average weight, number of young, location etc.	MNU 2-20a MNU 2-20b MTH 2-21a	TAccess Database Topic books (School Library Services)
Animation	● import images into appropriate animation software ● edit storyboards/frames/ timelines (including deleting, sequencing) ● save animation in an appropriate file format	Animate a class devised short story or an adaptation of a well known story using I Can Animate Film/novel study such as Neil Gaiman's Coraline using the Anne Neil Resource Pack. Watch the "Making of" extras to see techniques that were used Create a propaganda film for WW2 Create an advert for an invented brand or product Investigate different techniques for animation, stop motion, computer generation, pencil-test Name examples of films that contain animation and consider which techniques have been used	LIT 2-11a LIT 2-12a LIT 2-13a LIT 2-29a LIT 2-20a LIT 2-24a LIT 2-25a LIT 2-26a LIT 2-28a ENG 2-30a ENG 2-31a MNU 2-10b EXA 2-02a EXA 2-03a EXA 2-05a EXA 2-06a HWB 2-12a	Youtube Links: **http://tinyurl.com/dx8vomf** **http://tinyurl.com/cerv6e9** **http://tinyurl.com/dy4rjnq** **http://tinyurl.com/cxlkzll** **http://tinyurl.com/cmfknlx** **Links above to YouTube**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Sound/video editing	● import sounds/video that I have recorded ● bring multiple clips together to create one complete track. ● use simple editing tools ● save to an appropriate file format	To applying skills in context activities may include: Creating a monthly Podcast for your class to celebrate their learning or achievements Recording achievements to upload into e-portfolio Recording a drama performance or other presentation for peer assessment/critique Making a Photostory presentation for end of topic assessment. Animation Project (see above)	MNU 2-10b EXA 2-02a EXA 2-03a EXA 2-05a EXA 2-06a HWB 2-01a HWB 2-12a	Sound Tools: PC/Easyspeak microphone Video camera Audacity **http://tinyurl.com/cncgsd7** Video Tools: Serif Movie Plus Windows Photostory
Using the Network	● save and name files appropriately ● use the search facilities in Windows to retrieve documents efficiently ● save a file adding a tag for efficient searching purposes	This should be done within the context of day to day saving of work whether it is maths, language, topic or any other area where the pupil is using ICT	Activities can be used to link to all areas of the curriculum	MS Office OPen Office
Glow skills, including manipulation of webparts	● know where to Access "My Glow" space and can do this with support. ● use the "Design this Page" option to allow me to manipulate web parts ● access My Site space with confidence ● reposition Web Parts and/or delete them in My Glow ● add basic Web Parts including Text Editor, Web Links to my ● edit basic Web Parts, adding text, images or other relevant content depending on the Web Part	Collaborative research projects where pupils are working in groups to create a presentation in Glow for their project Collaborative projects where pupils are working with other schools eg. Shared project work or primary/ secondary transition projects Using My Glow space as online storage to keep useful websites, documents, images Adding content in Glow including creating and maintaining e-portfolios/learning logs to keep a record of their achievements and learning	HWB 2-10a HWB 2-12a	Glow Scran Images for Schools (through Glow) MS Office Serif Suite

EXPERIENCE AND OUTCOME

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Sounds	● import sounds that I have recorded ● bring multiple clips together to create one complete track ● use simple editing tools ● save to an appropriate file format	To apply these skills in context activities may include: Creating a monthly Podcast for your class to celebrate their learning or achievements Recording achievements to upload into e-portfolio Recording a drama performance or other presentation for peer assessment/critique Making a Photostory presentation for end of topic assessment. Animation Project (see below) Illustration of a sequence of events using PhotoStory or MovieMaker e.g. outbreak of WWII, recipe instructions, stay safe guidelines using photos of the local environment	EXA 2-02a EXA 2-03a EXA 2-05a EXA 2-06a HWB 2-12a	Photostory CD player, Listening centre Sound Tools: Audacity **http://tinyurl.com/7ce48n8** **http://tinyurl.com/boolj2c**
Moving Image	● import video that I have recorded ● bring multiple clips together to create one complete track. ● use simple editing tools ● save to an appropriate file format	To apply these skills in context activities may include: Documentary film ie creating a Day in the Life documentary for transition (Nursery/Primary, Primary/Secondary) "Talking heads" style peer assessment ie Class personal responses to drama performance etc "Infomercial" on an aspect of topic work ie Concentration Camps and Holocaust during WW2 Vlog (Video Blog) or Podcast about learning/achievements that are taking place over the term	LIT 2-14a LIT 2-20a LIT 2-24a LIT 2-25a LIT 2-26a LIT 2-28a ENG 2-30a, ENG 2-31a MNU 2-10b EXA 2-02a EXA 2-03a EXA 2-05a EXA 2-06a HWB 2-01a, HWB 2-12a	Video camera Still digital camera MS Live Moviemaker Glow Blogs Serif MoviePlus **http://www.xtranormal.com** **http://tinyurl.com/boolj2c**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Animation	● import images into appropriate animation software ● edit storyboards/frames/ timelines (including deleting, sequencing) ● save animation in an appropriate file format	To apply these skills in context activities may include: Animate a class devised short story or an adaptation of a well known story using I Can Animate Create a propaganda film for WW2 Create an advert for an invented brand or product Create an all about me animation for transition to Secondary Education to be included in e-portfolio	EXA 2-02a EXA 2-03a EXA 2-05a EXA 2-06a HWB 2-12a	Plasticine Lego Action figures Youtube Links: **http://tinyurl.com/dx8vomf** **http://tinyurl.com/cerv6e9** **http://tinyurl.com/dy4rjnq** **http://tinyurl.com/cxlkzll** **http://tinyurl.com/cmfknlx**
Desktop Publishing	● recognise the difference between desktop publishing and word processing ● add text, images and tables to a document ● resize/crop/format images and text with increasing independence ● begin to use the alignment tool with support	Submitting a piece of independent personal research Displaying/presenting information collected from surveys in maths or as part of an enterprise project Creating school newspaper, or a newspaper page for language work Creating a contents/index page	LIT 2-26a LIT 2-28a ENG 2-30a EXA 2-03a	Digital camera Digital images Scran (through Glow) Images for Schools (through Glow)

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Presentation	● show that I am aware of websites and software that allow me to create multimedia content ● use specific Websites and software to create multimedia presentations ● share my creations using appropriate methods	Create topic-based presentation to show learning eg. Photostory of school trip or Comic Life comic showing How to be Internet Safety Aware Make a presentation detailing experiences on Educational Trip eg. Dalguise/Duff House/ Satrosphere Science Center using online (cloud) software: • Animoto • Prezi • Masher • Xtranormal • Trip Wow • Post creations to e-portfolio or blog to share. • Show creations at Parent's Night, end of term presentation, assembly etc.	LIT 2-20a LIT 2-24a LIT 2-25a LIT 2-26a LIT 2-28a ENG 2-30a	Powerpoint Prezi Photostory MS Publisher Comic Life **www.masher.com/http:// animoto.com/http:// prezi.com/ http:// www.xtranormal.com/ http://tripwow.tripadvisor. com/** Glow Blogs My Glow
Image Manipulation	● continue to crop and resize an image with increasing confidenc e and independence in a range of software packages including Paint.net MS Word, MS Publisher, Comic Life ● use Ctrl + Print Screen to make a copy of the visible work space to be pasted into a document for manipulation ● show awareness of different image file formats ● change resolution/file size/ quality of image for different purposes.	Creating a document as an end of term/topic assessment Submitting a piece of independent personal research. Creating and maintaining e-portfolios/learning logs to keep a record of their achievements and learning Creating school newspaper, or a newspaper page for language work Pupils could create/compile a list of credible websites for research. This could be made into a wall display. They should also be encouraged to store these in their My Glow for easy access	EXA 2-02a EXA 2-03a EXA 2-05a EXA 2-06a	Scran Paint.net Images for Schools (through Glow) Comic Life

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Blogging	● with support create a post in Glow Blogs or similar software to share my thoughts, experiences, ideas and information ● independently create a post in Glow Blogs or similar software to share my thoughts, experiences, ideas and information. ● with support add photographs, images, sounds and video to a post I have created ● independently add photographs, images, sounds and video to a post I have created ● with support , set up my own blog	• Adding to an existing blog eg. class blog • Adding posts to a class/school blog detailing learning and achievement eg. International Education, sharing learning with a school in Africa or France or other collaborative project. • Using a blog to peer assess written work • Creating a monthly Podcast for your class to celebrate their learning or achievements • Create their own e-portfolio	LIT 2-14a ENG 2-03a LIT 2-14a LIT 2-16a ENG 2-17a LIT 2-18a ENG 2-19a LIT 2-29a ENG 2-30a HWB 2-01a HWB 2-12a	Glow Blogs or Wordpress account

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others **TCH 2-08a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Web Research- Copyright	● demonstrate understanding of the term "copyright" and how this impacts on my use of materials from websites ● show an awareness of where I can access copyright free images and use these in my work ● begin to appropriately reference materials I am using in my school work including research work	• Class discussions on rights and responsibilities "Is it okay to use any picture from a website?", "How would you feel if the story you put online was printed and sold as someone else's work?" • Homework activity: to create a poster detailing the importance of ensuring images you use are copyright free using info from the CLA Website. • Visit from the CLA	ENG 2-03a LIT 2-14a LIT 2-16a ENG 2-17a LIT 2-18a ENG 2-19a LIT 2-25a LIT 2-29a HWB 2-09a	Scran Images for Schools (through Glow) **Wikipedia.org** CLA Website **http://tinyurl.com/bocbfy7**
Web Research - Identifying reliable resources	● demonstrate I am aware that some sources of information online are not reliable ● cross-reference information on websites to assess reliability of information ● I can use context clues and other strategies independently to assess a website for reliability and credibility. ● I can justify the websites I am using and the information I gain from them	Investigation of bogus websites (see resources) to show the need to beware of search engine findings. This could take the form of being given a list of websites and trying to figure out which websites are credible/reliable and which are not. They should be encouraged to justify their answers Making and maintaining lists of websites that are known to be credible. This could be used as a wall display or kept in a jotter	ENG 2-03a LIT 2-14a LIT 2-16a ENG 2-17a LIT 2-18a ENG 2-19a LIT 2-25a SOC 2-01a	Bogus Websites for Pupils to Investigate: **http://tinyurl.com/bpc244l** **http://tinyurl.com/4ctapl** **http://tinyurl.com/7eta4** **http://www.dhmo.org/** **http://tinyurl.com/3swmr94**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Internet and Mobile Device Safe Responsible Use	● identify some of the dangers that access to the internet poses ● identify some situations where I am most at risk when I am online or on my mobile device ● identify who I should speak to if I am worried about something I have seen online ● identify safety features of Social Networking and other sites ● use safety features built into social networking tools and other sites	Class visit from Child Protection Team Creating Posters, adverts, animations, short films promoting online and mobile device safety Aberdeenshire Council Health & Wellbeing Activities "Where's Klaus?" video on the CeOps Teacher Website Think you Know Website Kid Smart Website BBC Online Resources including Newsround Special "Caught in the Web" and Stay Safe (CBBC) Take part in Safer Internet Day (2nd day of the 2nd week of the 2nd month of every year) Awareness of Aberdeenshire Council Acceptable User Policy Responsible use of video recorders for presentation / dance- use technology to make invitations, programmes, special effects lighting, sound, video performance, CD / DVD for internet safety performance	HWB 2-03a HWB 2-09a HWB 2-10a HWB 2-16a HWB 2-17a	Community Police Officer Digital cameras, Digital video Sound & voice recorder Access to phones, TV, CD player, Listening centre Health promotion resources CEOPS Resources **http://tinyurl.com/y85fbso** **http://tinyurl.com/clhnsdt** **http://www.kidsmart.org.uk/** BBC Resources **http://tinyurl.com/cbwgrqj** **http://tinyurl.com/88avzcj** **http://tinyurl.com/bpnpo9q** Safer Internet Day Resource Pack **http://tinyurl.com/ableuxl** Dc2 Website **http://tinyurl.com/cbxupkf**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Considering Environmental Impact of ICT	● show that I am aware of the environmental impact that the electronic devices I use have ● suggest different strategies that will help reduce my impact on the environment ● consistently use these strategies when using electronic devices	Logit to measure energy (heat/light) given off by electrical equipment Class Discussions about how to be environmentally responsible with ICT equipment Designing posters/films/banners (see ideas in "using Online Multimedia" above) for round the school to encourage responsible use of ICT equipment including: • Turning off monitors when not in use • Taking plugs/chargers out of sockets when not in use CD players etc • Switching off cameras/ipods/gadgets to reduce the amount of charging • Disposing of electrical equipment in an eco-friendly way incld. batteries	SOC 2-08a TCH 2-02a SCN 2-04a SCN 2-02b	National Geographic tips for Greener Kids **http://tinyurl.com/cbotqud** How to save electricity **http://tinyurl.com/bqyq926** Cap and Trade Problems **http://tinyurl.com/cd4b9u2** Sustainability **http://tinyurl.com/bway2px** Video explaining Carbon Footprint **http://tinyurl.com/6akuakb** Aardman Animation for Animal Planet **http://tinyurl.com/ccl3kyc**

ICT Skills Development Resource

THIRD LEVEL

Building the Curriculum 4

ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under "ICT to enhance learning".

These state that (they) "are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them".

EXPERIENCE AND OUTCOME

I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues **TCH 3-03a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Locate and select appropriate information from internet research	**See outcome 3-04a**	Opportunities will arise for the inclusion of ICT activities leading to on-going skills development in the use of familiar software Any outcomes referring to "investigating" may lead to online research	MNU 3-20a SOC 3-06b	MS Office Apps: Word Excel Access Powerpoint Publisher PictureManager
Use of advanced search facilities	● understand different search engines have different capabilities ● understand the key functions of an Advanced search ● use an appropriate search engine from a suggested list use Advanced Search functions with support ● make an appropriate choice of search engine package with the relevant functions for my current task ● independently use appropriate Advanced search features for my current inquiry	Subject specific hardware / software will provide opportunities for pupils to learn how to make appropriate use of unfamiliar software. Examples may include: • Using unfamiliar search engines • Using internet advanced search facilities • Evaluating the relevance of data found on websites • Using familiar and unfamiliar Glow web parts in a Glow Sites • Using familiar and unfamiliar Web 2.0 applications • Learning and using subject specific software • Gathering data using microphones, cameras, digital video, data loggers, digital microscopes • Presenting data using familiar and unfamiliar programmes e.g. Photostory, MovieMaker, Prezi		Pivot, Scratch Kodu Serif Audacity Comic Life 2 Simple Suite AutoCollage Photostory Moviemaker ICanAnimate DeepZoom composer Paint.net Inkscape Picasa 3 Web Page

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Identifying the features of software that makes it appropriate for the task	● identify the features of different software packages ● explain the functions of these features ● select the package with the relevant functions for my current task	See THIRD LEVEL, page 1	HWB 3-20a LIT 3-16a MNU 3-09b SCN 3-12b SOC 3-14a	Windows Live Movie maker Windows Live Writer Google Earth Google SketchUp Google Timeline Glow groups using web parts discussion boards wikis Glow learn, SCRAN
Increasing skills when using Glow Groups and Glow web parts	● navigate around a Glow group use web parts effectively ● contribute appropriately in a GG ● identify suitable web parts for specific purposes ● manage aspects of a GG ● manage the use of web parts		TCH 3-06a TCH 3-08a TCH 3-09a	Web 2 tools e.g.: WallWisher Voicethread Animoto
Selection of appropriate software and techniques for presenting information	● identify the features of different presentation programs ● identify different techniques which can be used ● understand and explain the functions of these features ● explain the benefits of particular techniques for presentation ● select the software with the relevant functions for my current task ● make an independent choice of appropriate techniques to use for my current task		EXA 3-02a LIT 3-20a LIT 3-24a LIT 3-26a MLAN 3-06b MLAN 3-13a MTH 3-12a SCN 3-20a TCH 3-07b TCH 3-08b TCH 3-15a	

I enhance my learning by applying my ICT skills in different learning contexts across the curriculum TCH 3-04a

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Identify and use appropriate ICT for research	● know what ICT resources are available to me ● select when each is appropriate to use with support ● decide which ICT resources I need to use ● decide which ICT resources extend my knowledge of the ICT research tools available to me ● with support select the appropriate tool for my research task ● justify the tools I choose to use	Subject teachers will be aware of contexts where the use of ICT will enhance the learning experience Any outcomes referring to "investigating" may lead to online research Where possible pupils should be encouraged to **make their own choices of appropriate resources and software.** Examples may include: • Using the internet for research, individually or collaboratively, to locate relevant information • Evaluating the relevance and value of information found online	DVD-Roms Online databases Subscription services Websites	DVD-Roms Online databases Subscription services Websites
Locate and select appropriate information from online research	● identify suitable keywords and search terms ● use a variety of search engines ● carry out a simple search ● select suitable websites from my search results ● find relevant information using headings ● create a simple search string to narrow down results ● use website descriptions to make an informed choice ● find relevant information by skimming and scanning and using textual and other clues	• Presenting findings / conclusions using word processing, desk top publishing or presentation software • Uploading to a Glow Site • Creating blogs, wikis or podcasts • Using Web 2 tools (e.g. WallWisher, Animoto, Voicethread) to create and share resources CEOP resources ISRU Glow Group ThinkUKnow ChildNet resources CyberSmart	ENG 3-17a LIT 3-06a LIT 3-14a MNU 3-20a SOC 3-06b SOC 3-10a	Education Scotland IL website NoodleTools FourNETS Evernote Diigo

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Continued from THIRD LEVEL, page 3	● choose an appropriate search engine ● develop alternative search strategies ● use Boolean searching where appropriate ● use Advanced search facilities where available ● use website evaluation skills to choose valid resources ● use a variety of strategies to identify relevant information	Continued from THIRD LEVEL, page 3 Community Police Officer Digital cameras Digital video Sound & voice recorder Access to phones, TV, CD player, Listening centre Health promotion resources **CEOPS Resources** http://www.thinkuknow.co.uk/8_10/ https://www.thinkuknow.co.uk/teachers/ http://www.kidsmart.org.uk/	See THIRD LEVEL, page 3	See THIRD LEVEL, page 3
Website evaluation	● understand not all online resources are of equal value ● understand criteria for choosing a website/source and make good selections with support ● confidently select good quality online material	**BBC Resources** http://www.bbc.co.uk/newsround/13908828 http://www.bbc.co.uk/newsround/13910067 http://www.bbc.co.uk/cbbc/topics/stay-safe	LIT 3-08a LIT 3-18a MNU 3-20a SCN 3-20b	Education Scotland IL website
Use online resources safely and responsibly	● identify some of the dangers that access to the internet poses ● identify some situations where I am most at risk when I am online or on my mobile device ● identify who I should speak to if I am worried about something I have seen online ● identify safety features of Social Networking and other sites ● use safety features built into social networking tools and other sites ● demonstrate good practice in keeping myself safe online ● demonstrate good practice in engaging with others online	**Safer Internet Day Resource Pack** http://www.saferinternetday.org/web/guest/sidkit	HWB 3-09a HWB 3-16a HWB 3-405b TCH 3-08a	NoodleTools EasyBib CLA schools section

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Use online resources responsibly and ethically	● understand that information sources need to be acknowledged ● understand what plagiarism is ● acknowledge the sources of my information with support ● copy material only when appropriate ● ensure anything I copy is legal ● record all sources in an accurate and appropriate way	See THIRD LEVEL, pages 3-4	HWB 3-09a LIT 3-25a	NoodleTools EasyBib CLA schools section
Identify and use appropriate ICT for data storage and manipulation	● identify different methods of storing and manipulating data ● compare the features of different storage options ● choose the most appropriate method for my current task	See THIRD LEVEL, pages 3-4	TCH 3-06a	These resources could be used in any of the contexts: MS Office apps: Word, Excel, Access, Powerpoint, Publisher, Picture Manager Virtual Apps:
Identify and use appropriate ICT for presentation	● identify different methods of presentation ● compare the features of different presentation options ● choose the most appropriate method for my current task	See THIRD LEVEL, pages 3-4	EXA 3-02a ENG 3-31a HWB 3-11a LIT 3-20a LIT 3-24a LIT 3-26a LIT 3-28a MLAN 3-06b MLAN 3-12a MTH 3-12a MTH 3-20a SCN 3-20a TCH 3-07b TCH 3-08b TCH 3-15a	Pivot, Scratch, Kodu, Paint. net, Audacity, Comic Life, Songsmith, AutoCollage, Photostory, Moviemaker, ICanAnimate,DeepZoom composer, GIMP2, Inkscape, Picasa 3, Web Page Windows Live Movie maker Windows Live Writer Google Earth Google SketchUp Google Timeline Glow groups using web parts, discussion boards, wikis Glow learn SCRAN

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	OTHER RELATED OUTCOMES MIGHT INCLUDE:	RESOURCES MIGHT INCLUDE:
Identify and use appropriate ICT for collaboration	● understand that information sources need to be acknowledged ● understand what plagiarism is ● acknowledge the sources of my information with support ● copy material only when appropriate ● ensure anything I copy is legal ● record all sources in an accurate and appropriate way	See THIRD LEVEL, pages 3-4	TCH 3-06a EXA 3-02a ENG 3-31a HWB 3-11a LIT 3-20a LIT 3-24a LIT 3-26a LIT 3-28a MLAN 3-06b MLAN 3-12a MTH 3-12a MTH 3-20a SCN 3-20a TCH 3-07b TCH 3-08b TCH 3-15a	Web 2 tools e.g.: WallWisher Voicethread Animoto Issuu Glogster Prezi Flickr Wordle Tagxedo

ICT Skills Development Resource

FOURTH LEVEL

Building the Curriculum 4

ICT skills, which will be delivered in a variety of contexts and settings throughout the learner's journey, are detailed in those Experiences and Outcomes within the Technologies Curriculum area under "ICT to enhance learning".

These state that (they) "are likely to be met in all curriculum areas and so all practitioners can contribute to and reinforce them".

EXPERIENCE AND OUTCOME

I can approach familiar and new situations with confidence when selecting and using appropriate software to solve increasingly complex problems or issues **TCH 4-03a**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Use of software specific on-line help	• show awareness that online help is available and how to access it • with help search for solutions to my software problems • independently access online help and use it to solve software problems	Subject teachers will be aware of contexts where the use of ICT will enhance the learning experience. Opportunities will arise for the inclusion of ICT activities leading to skills development in the use of familiar software. Where possible pupils should be given a choice of software packages appropriate for the task. Unfamiliar software can be learned and used effectively as pupils apply their existing skills to a new product. Examples may include: • Using the internet for research, individually or collaboratively to locate information relevant to the task/project • Evaluating the relevance and validity of data found on the internet • Selecting Glow web parts to most effectively present, share and gather data, e.g. text editor, document store, surveys • Researching and using unfamiliar Glow web parts • Selection and use of databases and/or spreadsheets to analyse data	EXA 4-02a EXA 4-17b TCH 4-07a TCH 4-08c LIT 4-13a MNU 4-03a MNU 4-07a MNU 4-08a MNU 4-11a HWB 4-14a HWB 4-45b	**Microsoft Office apps:** Word, Excel, Access, PowerPoint, Publisher, Picture Manager Pivot, Scratch, Paint.net, Audacity, Comic Life, Kodu, Photostory, Movie Maker, Picasa Gimp Deep Zoom Composer Google SketchUp Google Earth Inkscape AutoCollage Worldwide Telescope
Use of suitable software specific video tutorials on YouTube	• show awareness that video tutorials are available and how to access them • with help search for appropriate video tutorials which will help me learn how to use new software • independently access appropriate video tutorials which will help me learn how to use new software			

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Identifying the most appropriate software	● explore new software with increased confidence ● justify the use of different software ● demonstrate innovation and creativity in using familiar software ● produce my own criteria for assessing, comparing and evaluating a piece of software and then apply these when choosing a tool for a task.	• Using more advanced features of Microsoft Word such as footnotes appropriate to a formal report • Learning and using subject specific software e.g. Microsoft Maths or Linguascope • Looking at up to date software comparison reviews in magazines or on the internet to consider appropriate criteria for evaluating a product • Creating an evaluation tool (checklist, survey etc...) to assess a piece of software e.g. PowerPoint versus Prezzi • Use different types of software creatively (or choose the most appropriate) to plan, organise and present pieces of personal research/ homework e.g. Prezzi instead of PowerPoint • Teaching a younger pupil/class about a particular software package during for example tutor time • Making up simple user guides/help sheets to be used by others • Using different software to enhance the organisation of a larger enterprise activity e.g. planning, promoting, delivering and evaluating a school initiative or community event • Creating a wiki containing information about environmental issues and ways in which they can be managed • Using Story Telling Alice, Pivot, I Can Animate or Serif DrawPlus to produce a 3D animation with dialogue. Scenes and dialogue could be related to; a story or play pupils have written in English, vocabulary being used in Modern Languages, a scene being planned in Drama etc… • Using Inspiration software to create a revision note for an upcoming test	See FOURTH LEVEL, page 1	Continued from FOURTH LEVEL, page 1 **Interactive White Board Software:** Prezi Glow sites using web parts, blogs, discussion boards Internet, Scran, subject specific software e.g. Microsoft Maths and Linguascope where required Inspiration Mind-mapping software Story Telling Alice Gamemaker

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
		Continued from FOURTH LEVEL, page 2 • Creating practice multiple choice and drag and drop self-marking questions to revise for a test using Hot Potatoes. Pupils could make their own and then swap with learning partners • Creating a game with certain criteria e.g. lives and a scoring system with a subject related theme like Pollution in Scratch, Gamemaker or KODU • Using Comic Life to storyboard an animation	See FOURTH LEVEL, page 1	See FOURTH LEVEL, pages 1-2

I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks **TCH 4-03b**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Use of advanced features of presentation software	● Use wizard or template; ● Enter text; ● Add graphics; ● Link slides or screens linearly; ● Assemble elements of presentation including text and graphics ● With help add audio ● With help add video ● With help add hyperlinks ● Independently add audio ● Independently add video ● Independently add hyperlinks	Any research based context where pupils are required to locate and evaluate appropriate material and present their findings will achieve this outcome. Ideally, experience in this should be given in all chosen subjects at fourth level. Teachers will be aware of relevant contexts for their specialist subject areas.	MLAN 4-06a TCH 4-08a TCH 4-09b TCH 4-15c LIT 4-05a LIT 4-06a LIT 4-13a LIT 4-14a MNU 4-20a HWB 4-14a HWB 4-45b SCN 4-20a SCN 4-20b	**Microsoft Office apps:** Word, Excel, Access, PowerPoint, Publisher, Picture Manager, **Virtual Apps:** Pivot, Scratch, Paint.net, Audacity, Comic Life, Kodu, Photostory, Movie Maker, Picasa Gimp Deep Zoom Composer Google SketchUp Google Earth Inkscape AutoCollage Songsmith Worldwide Telescope

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Use of advanced features of desktop publishing software	● create a new document ● use a template ● insert text ● insert a graphic/photograph ● change page formatting (landscape/portrait/margins/paper size) ● save ● print ● with help use multiple columns of text ● with help link text boxes ● with help use Drop Cap ● with help change text direction ● independently use multiple columns of text ● independently link text boxes ● independently use Drop Cap ● independently change text direction	Examples may include: • Using the internet to access information. • Choosing reliable websites for relevant data. • Using Google applications. • Using spreadsheets and databases to gather and analyse numerical data. • Word processing for report writing • Glow blog to record progress of an on-going activity • Web authoring software • Audio to present information, conclusions • Making use of ActiVote, ActivExpression to gather opinions and analyse results. • Creating video clips with text and narration to demonstrate knowledge/skills within any learning context • Using video clips for self and peer assessment • Working cooperatively to complete a task with final product being presented using a range of ICT applications • Working cooperatively to create simple user manuals for different pieces of ICT hardware and present to the class/younger classes • Taking responsibility for researching information on an aspect of school life e.g. residential trips, eco-schools, health promotion, enterprise, achievements (sports, music, academic etc.)	See FOURTH LEVEL, page 4	Pivot, Scratch, Paint.net, Audacity, Comic Life, Kodu, Photostory, Movie Maker, Picasa Gimp Deep Zoom Composer Google SketchUp Google Earth Inkscape AutoCollage Songsmith Worldwide Telescope **Interactive White Board Software:** Prezi Glow groups using web parts, blogs, discussion boards Glow Learn Internet, Scran, subject specific software e.g. Microsoft Maths and Linguascope Inspiration Mind-mapping software Story Telling Alice
Use of advanced features of web authoring software	● select a template ● follow a wizard ● with help add pages ● with help insert text and graphics ● with help add hyperlinks for navigation ● independently add pages ● independently insert text and graphics ● independently add hyperlinks for navigation			

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Editing and manipulating video	● open an appropriate video editing program such as Windows Movie Maker ● record video using for example a webcam ● import a piece of copyright free video ● save project ● export video in an appropriate format e.g. mp4 ● with help select a frame of video and apply an effect such as sepia ● with help cut out unwanted frames of video ● with help alter the order the frames of video play in ● with help apply transitions such as Crossfade ● with help insert titles and credits ● independently select a frame of video and apply an effect such as sepia ● independently cut out unwanted frames of video ● independently alter the order the frames of video play in ● independently apply transitions such as crossfade ● independently insert titles and credits	• Presenting information to a wider audience using ICT e.g. School assembly, plasma screen, school notice boards, parents' nights etc. • Creating a presentation on environmental issues and ways in which they can be managed. • Gathering together a collection of relevant images for a topic using for example Google Images and then share them either in a Photostory or as a collage in Picasa Using Story Telling Alice, Pivot, I Can Animate or Serif DrawPlus to present an animation with dialogue. Scenes and dialogue could be related to; a story or play being covered in English, vocabulary being used in Modern Languages, a scene being discussed in Drama etc… • Using Audacity to record, edit and export a voice recording of key facts for a subject matter then upload to Glow to produce a podcast • Using Glow to allow groups of pupils to collaborate in a wiki on a topic such as Internet Safety	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Editing and manipulating graphics	● scale (resize) graphics ● crop a graphic ● rotate a graphic ● add colour to a graphic ● with help use a range of tools including creating/ manipulating objects from a library of standard shapes ● with help use a range of painting operations such as changing the colour of individual pixels, zooming / magnifying ● with help use a range of operations including selecting multiple objects, flipping, rotating, duplicating and grouping ● independently use a range of tools including creating/ manipulating objects from a library of standard shapes ● independently use a range of painting operations such as changing the colour of individual pixels, zooming / magnifying ● independently use a range of operations including selecting multiple objects, flipping, rotating, duplicating and grouping	See FOURTH LEVEL, page 5-6	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Editing and manipulating audio	● open an appropriate sound editing program such as Audacity ● record sound using a microphone ● import a sound or piece of copyright free music ● save project ● export sound in an appropriate format e.g. mp3 ● with help select tracks or segments of tracks ● with help cut out unwanted chunks of tracks ● with help apply a fade in and out ● with help apply an effect to a track or segment of a track such as a change of pitch, tempo or speed ● independently select tracks or segments of tracks ● independently cut out unwanted chunks of tracks ● independently apply a fade in and out ● independently apply an effect to a track or segment of a track such as a change of pitch, tempo or speed	See FOURTH LEVEL, page 5-6	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Editing and manipulating animations	● open an appropriate animation program such as I can Animate or Pivot ● capture a frame using for example a webcam or create frames digitally ● playback frames ● save project ● export animation in an appropriate format e.g. avi ● with help select frames or clips ● with help cut out unwanted frames or clips ● with help duplicate or clone frames ● with help alter the order the frames or clips play in ● with help apply transitions such as fade to black ● with help insert titles and credits ● independently select frames or clips ● independently cut out unwanted frames or clips ● independently duplicate or clone frames ● independently alter the order the frames or clips play in ● independently apply transitions such as fade to black ● independently insert titles and credits	See FOURTH LEVEL, page 5-6	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Editing and manipulating text	● change the format of text e.g.: size, style (italics, underline, bold), colour, tabs ● justify text (left, right, full, centre) ● use bullet points ● with help format page (set margin width, tabs, header/footer) ● with help add graphics (clip art, photo, other graphics) ● with help wrap text to added object ● with help search and replace (find and change) ● independently format page (set margin width, tabs, header/footer) ● independently add graphics (clip art, photo, other graphics) ● independently wrap text to added object ● independently search and replace	See FOURTH LEVEL, page 5-6	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Editing and manipulating numerical data	● enter numbers, text, and basic formulas ● delete cell contents ● insert content in named cells ● select cell, row, column, block, whole spreadsheet ● automatically add a set of numbers ● with help use cell addresses/references correctly ● with help edit data (insert, amend, delete) ● with help copy formulas (fill down, fill right) ● with help insert/delete row/column ● with help create basic arithmetic formulas [+, -, *, /] ● with help use SUM, AVERAGE functions ● with help sort data on 1 column ● with help format cells ● with help create simple chart/graph ● independently use cell addresses/references correctly ● independently edit data (insert, amend, delete) ● independently copy formulae (fill down, fill right) ● independently insert/delete row/column ● independently create basic arithmetic formulas [+, -, *, /] ● independently use SUM, AVERAGE functions ● independently sort data on 1 column	See FOURTH LEVEL, page 5-6	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:

Editing and manipulating numerical data	● independently format cells
	  • currency, decimal places
	  • change row height, column width
	
	● independently create simple chart/graph
		See FOURTH LEVEL, page 5-6	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

Combining video, graphic, audio, text, animation and numerical data types in a single project	● with help use the features of programs such as Power-Point, Movie Maker and I Can Animate to bring together text, numerical data, graphics, video, audio and animation in a single piece of work. ● with help use the features of programs such as Power-Point, Movie Maker and I Can Animate to bring together text, numerical data, graphics, video, audio and animation in a single planned piece of work. ● with use the features of programs such as Power-Point, Movie Maker and I Can Animate to bring together text, numerical data, graphics, video, audio and animation in a single engaging piece of work.	See FOURTH LEVEL, page 5-6	See FOURTH LEVEL, page 4	See FOURTH LEVEL, pages 4-5

EXPERIENCE AND OUTCOME

Throughout my learning I can make effective use of a computer system to process and organise information **TCH 4-03b**

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Efficient use of time when selecting software, and accessing data	● create and name folders ● move files between folders. ● adopt a systematic approach to work ● store and retrieve information logically ● perform back-up procedures ● explain the importance of organising files and folders ● the importance of good back-up procedures	Subject teachers will be aware of contexts where access to a computer system with a wide range of software, will aid the pupils' learning experiences and quality of work produced. Examples may include: • Using an interactive whiteboard for gathering ideas within a group or class. • Using databases and spreadsheets to process and organise data individually or collaboratively for the task or project • Using word-processing features, using appropriate layouts to distinguish between formal and informal writing. • Using Picture Manager to edit and compress pictures before uploading to Glow or using within an application to make good use of network/Glow storage space. • Setting up and using databases. • Setting up and using spreadsheets. • Creating word documents. • Saving and labelling files appropriately. • Creating folders in appropriate places on the network and on external backing storage.	TCH 4-09c LIT 4-13a MNU 4-20a HWB 4-14a HWB 4-45b Outcomes where electronic investigation, analysis and recording of data is required may be relevant.	**Microsoft Office apps:** Word, Excel, Access, Picture Manager Paint.net, Audacity, Photostory, Movie Maker, Picasa AutoCollage **Interactive Whiteboard Software:** SMART Tools and Notebook, Prezi Glow groups using web parts, blogs, discussion boards Subject specific software e.g. Microsoft Maths and Linguascope Inspiration Mind-mapping software BBC Video clips – e.g. On top of the digital world (**http://tinyurl.com/clkhxwb**)
Storing information electronically in an appropriate format	● save my work so that it can be opened again in the future ● with help choose the correct file format to save my work as, based on factors like file size, quality and portability. e.g. Bitmap vs. Jpeg ● independently choose the correct file format to save my work as, based on factors like file size, quality and portability e.g. Bitmap vs. Jpeg ● choose and justify the use of different methods of file storage such as CD-R, DVD-RW and USB Pen drives			

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:

Editing and manipulating numerical data	● independently format cells
	  • currency, decimal places
	  • change row height, column width
	
	● independently create simple chart/graph
		• Bookmarking and organizing favourites in a web browser like Internet Explorer.
		
		• Ensuring appropriate maintenance of email boxes.
		
		• Re-sizing images where applicable with awareness of file size and resolution.
		
		• Saving images in different formats with awareness of file size and resolution.
		
		• Summarising a unit of work in a mind map.
			See FOURTH LEVEL, page 13	See FOURTH LEVEL, page 13

Increased knowledge of the advanced features of a variety of software packages	● see the potential of packages to fulfil more than one function (e.g. drawing graphs using spreadsheets) ● with help select the most appropriate package or packages based on hardware and software availability and the nature of the task ● independently select the most appropriate package or packages based on hardware and software availability and the nature of the task			

ICT SKILLS DEVELOPED	I CAN... (red, amber and green bullet points to show progression of skills)	LEARNING AND TEACHING MIGHT INCLUDE:	CfE CROSS CURRICULAR LINKS	RESOURCES MIGHT INCLUDE:
Use of a database application to store and manage data	● browse/navigate ● add a record ● enter data ● delete a record ● sort on single field ● search on single field ● with help design a database ● with help choose suitable field names ● with help choose field types including text, number, date, time, graphics and calculated ● with help create a new database ● with help edit database ● with help sort on multiple fields ● with help search on multiple fields ● independently design a database ● independently choose suitable field names ● independently choose field types including text, number, date, time, graphics and calculated ● independently create a new database ● independently edit database ● independently sort on multiple fields ● independently search on multiple fields	See FOURTH LEVEL, page 13-14	See FOURTH LEVEL, page 13	See FOURTH LEVEL, page 13

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