Europaskolen København
European School Copenhagen

Digital Awareness and Computing Skills

The European School Copenhagen will support students with their understanding and use of a wide range of digital tools. Students will be given instruction on digital awareness which includes understanding their online identity and using social media platforms wisely. They will also learn how to be critical and ethical users of the internet and develop an understanding of their digital footprints. Students will learn to work with a range of digital tools, software and applications.

The table below outlines the learning objectives to be covered by each year level. ESCPH teachers will use the table to inform their planning, and as guidance for their instruction. It is the responsibility of all teachers to work towards completing the objectives, and objectives can be worked with across the curriculum as appropriate.

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	Objectives (Digital Awareness and Computing skills)	Suggested Activities
Nursery	The student will start to develop an understanding of what it is to be a responsible, critical and ethical user of the internet by observing adult use of the internet in class (videos etc.) The student will begin to analyse information they receive digitally with adult support. The student will develop determination and programming skills using a range of digital tools. For example: BeeBots, Kubo robots and iPad apps. *The student can turn on an iPad, take it in and out of the case.* *The student can handle an iPad with care.* *The student understands how to charge the iPad and turn it off.* *The student can use and explore apps on the iPad with adult guidance.*	Instructions and practice taking iPad in and out of cases, turning on, handling and walking with care, turning off, plugging in, etc. Consolidation of topic learning with use of specific programmes and educational games in Literacy and Math classes. In full class context, students can view and discuss PowerPoints, informational videos and e-books. Using BeeBots. Students can program using BeeBots and additional material (floor map etc.) Adults will use the correct technical language when using ICT to introduce the children to relevant ICT vocabulary. Adults model correct use of the internet.

Year 1	The student continues the development of the understanding of what it is to be a responsible, critical and ethical user of the internet. They start to develop an understanding of the importance of good online behavior on their online games and for a where they, even at this age, start meeting. The student knows their Uni-Login username and password. They understand that their Uni-Login is personal and private information. The student can access the Internet via links (for example, when working with 'FORMAT' and 'Matific'. They understand the purpose of internet browsers and search engines. The student can use and explore apps on the iPad independently. Apps include Code Monkey, Stop Motion etc. They can take and save photos and videos. The students can access the Internet and use apps like Book Creator in Skoletube. The student knows they must ask permission to take photos of other children and adults, and why this is important.	Children receive their Uni-Login and have support learning these off by heart. Adult can model logging in and out of Office 365 and model use of different programmes. They can model correct use of internet browsers and search engines. Class discussions about what 'privacy' and 'personal' means. Link with well-being topics in class. Children can create stop motion videos using StopMotion App on iPads. Children can create books in Book creator. Children can experiment with using Office 365 Word Documents. Typing exercises. Example:www.bigbrownbear.co.uk

	The student can use basic programming software such as Scratch Junior.	
Year 2	The students will know their email addresses. The student will understand the purpose of individual usernames and passwords in a broader context including Office 365. The student will begin to understand how information is stored online. The student understands why they should keep their digital information secure and private. They can take steps to ensure that information is secure and private by creating passwords. The student begins to understand different purposes for the internet: connecting with others, sharing information, shopping, learning etc. The student begins to develop as a critical user of the internet; they learn to ask themselves questions about the information they read: -Who wrote this? -What is the purpose of the information?	Children will learn how to write their email address and have support learning this off by heart. Social stories and class discussions about privacy and security. Example: who should have the key to your house? How do you make your house safe and secure? Class discussion about using computers, phones etc. to send messages. Working through scenarios together. Examples: Someone using your phone or email address. Someone sending something to you that you don't feel good about. Someone sending a picture of you without permission. Talk about what a digital 'footprint' means. Linking correct use of ICT as a sharing tool with well-being topics. Class dicussions and gathering thoughts and ideas about what makes the internet so useful. Posters/collages etc. Give students examples of trustworthy websites. Discuss what makes information trustworthy or not. Talk about the history of the internet.

-Should I be reading/watching/seeing this?
-How do I know if what I am seeing is true or not?

The student knows that if they feel unsafe, or uncomfortable about something they see digitally that they should speak to an adult.

The student will understand the importance of knowing who they are talking with online, and the information they share with others.

The student will be given the opportunity to discuss what the purpose of mobile phones are.

The student begins to understand the responsibility of owning a mobile phone/device/tablet.

The student can turn on a computer, logon successfully and turn off a computer independently.

The student can begin to explore different Office 365 programmes with adult guidance.

The student can start to develop typing skills.

Green screens could be used to demonstrate how backgrounds and sets can be created – i.e. to be critical of what one sees.

Students will use a variety of apps on iPads and explore different websites online to practise safe use of the internet/ICT.

Students can work with how to search for information and be given support with understanding how to use keywords to narrow their searches.

	The student can use internet search engines such as Google to search for information. The student can search using keywords and is able to navigate the search results to find suitable information with adult guidance. *The student can begin to use Office 365 or Book Creator with more independence.* *The student can use computing software. They can complete projects with adult support.*	
Year 3	The student will develop further as a critical user of the internet: - They can judge the credibility of websites with support from adults/independently -They will start to further develop a bank of trusted websites and sources -They can evaluate sources of information by asking critical questions; 'Who wrote this? What is the purpose? How can I verify the information?' The student can use internet search engines and navigate search results with increased ease and independence. The student is given the opportunity to discuss the purpose and use of social media in their friendship groups/families (social media and gaming platforms where the students talk online with their friends and wider social circle e.g., Roblox	Students can share websites they have found useful and trustworthy with the class. They can have the opportunity to explain why they believe the website is trustworthy. Case studies and class discussions developing critical questioning skills. Could link with other subjects such as Literacy and Discovery of the World. Students can start to use search engines more independently and are given guidance on how to use keywords to narrow their search. They can use different search engines. Class discussion about how to be a good citizen online. Case studies about online bullying, trolls and bystanding dilemmas. If students feel ready, they can support younger students and share information about how to use computers and iPads.

or Minecraft.) When using social media, the student can: - consider how posting selfies or other images will lead others to make assumptions about them. -judge what information to share/not share -evaluate what information others are sharing -can identify ways they can post online to best reflect who they are. -communicate with others positively and respectfully -respect the views and opinions of others -talk to an adult if they feel uncomfortable about something The student has a clear understanding of what 'cyber bullying' is and how to handle it if they come across it. They can: - understand that it is important to think about the words we use because everyone interprets things differently. - identify ways to respond to mean words online - decide what kinds of statements are OK to say online and which are not. *The student can use a variety of functions/tools on Office 365 applications. For example, PowerPoint and Word.*	Students can be given the opportunity to complete projects using a variety of ICT tools and software. For example Skoletube and Scratch.

	The student can use internet search engines such as Google to search for information using key words. They can locate relevant and trustworthy information. *The student can use their email address/es to send emails and information to others.* *The student will have knowledge of the purpose of programming and a further understanding of its scope in the wider world.*	
Year 4	The student will develop further as a critical user of the internet: - They can judge the credibility of websites -They have a bank of trusted websites and sources -They always evaluate sources of information by asking critical questions; 'Who wrote this? What is the purpose? How can I verify the information?' The student will develop a further understanding of a 'digital footprint': -They can define the term "digital footprint" and identify the online activities that contribute to it. -They can identify ways they are, and are not, in control of their digital footprint. -They can understand what responsibilities they have for the digital footprints of themselves and others.	Students can have the opportunity to share the websites they trust and rely on. They can model their evaluation process with others. Case studies and class discussions further developing critical questioning skills. Could link with other subjects such as Literacy and Discovery of the World. Students can create their own case studies. Students will use search engines to find information for a wide range of school subjects. Students can use Office 365 on a regular basis to complete a range of school work, for example: researching and writing speeches, information texts etc. Class discussion about how to live up to their responsibilities for their digital footprint and for being a good citizen online. Class discussion about specific social media platforms such as Facebook and WhatsApp.

	The student will understand how to be an 'up-stander' and what characteristics they should have to be an upstanding digital citizen. The student develops an understanding of how to be an ethical user of the internet: -They can define "copyright" and explain how it applies to creative work -They can describe their rights and responsibilities as creators -They can apply copyright principles to real-life scenarios. *The student can use a wide variety of functions/tools on Office 365 applications and explain the use of these to others.* *The student can find reliable and relevant information using search engines* *Continued from Year 3: The student can work with a range of programming applications. They will have knowledge of the purpose of programming and a further understanding of its scope in the wider world.*	Case studies about online bullying, trolls and bystanding dilemmas. Discussion about the consequences of cyber-bullying both in school and in the wider community. Practising being and upstanding online citizen. Students can be given the opportunity to complete projects using a variety of ICT tools and software at school and also at home. Students can work with a range of programming tools such as Scratch, Micro: bit, KUBO and Sam Lab.
Year 5	The student will continue to develop objectives from Year 4. They will have a deeper understanding of what their digital footprint is and practice being an ethical user of the internet on a regular basis.	Students will use Office 365 on a regular basis to complete a range of school work. They will have more opportunity to complete independent, self-driven projects requiring research.

The student understands that in addition to being unethical, actions such as piracy and harassment can carry substantial civil and criminal penalties.

The student will build on knowledge gained in Grade 4 about learning to be a discerning on-line researcher e.g. How to identify fake news or 'How do you know a reliable/quality piece of information/source?'

The student will empathize and show understanding of both cyber bullies, and victims of bullying at school and in the wider community.

The students practice use of information found on the internet own written work.

Continued from Year 4: The student can use a wide variety of functions/tools on Office 365 applications and explain the use of these to others.

The student can select appropriate tools and software to work with depending on the task at hand.

The student will be comfortable and confident in their online searches and can find trustworthy and relevant information with ease.

Students can have opportunities to upload and share their work on a regular basis. They could use email, Skoletube etc. They may have an email buddy from other schools.

Teacher and student lead discussion about how to live up to their responsibilities for their digital footprint and for being a good citizen online. Ongoing discussions about the ethical use of specific social media platforms and understanding of the far-reaching consequences of misuse of social media.

We will work with case studies about online bullying, trolls and bystanding dilemmas. Discussion about the consequences of cyber-bullying both in school and in the wider community. Practising being and upstanding online citizen.

Students can have more choice over what programming applications they would like to work with depending on their goal/objective.

In music class, students will use Garage Band to help with composition.

	The student can work with a variety of programming applications and will model the use of these to other students.	