

Digital Literacy Curriculum Map (EYFS–Year 6)

Digital Literacy Curriculum Map (EYFS–Year 6) combining:



Device Confidence



Research & Information



Content Creation

It shows **progression across the whole school**, ensuring skills build year by year.

Structure

Each year includes 3 strands:

✓ **DC = Device Confidence - AUTUMN**

✓ **RI = Research & Information - SPRING**

✓ **CC = Content Creation - SUMMER**

EYFS (Reception)

Strand	Focus	Outcomes	Lesson Ideas
DC	Exploring devices	Handle devices safely, tap/swipe	- Turn device on/off - Open an app - Use tap and swipe Outcome – children to navigate an app independently.
RI	Asking questions	Ask simple questions, find answers with support	- Children ask questions about a topic - Adult models finding answers using a search engine on smart board - Evaluate answers found Outcome – children engage in simple enquiry.
CC	Expressing ideas	Create drawings, record voice	- Create a simple digital drawing - OR voice recording (re-tell a story) Outcome: express ideas digitally.

End of EYFS: Uses devices with support to explore, create, and talk about learning

Year 1

Strand	Focus	Outcomes	Lesson Ideas
DC	Basic control	Log in with support, use mouse/keyboard	- Log into device with a password that they need to remember - Use a mouse (computing) - Type simple words (spelling activity / practice) Outcome – log in a type a simple sentence.
RI	Finding facts	Ask questions, find simple information	- Explore a search engine using simple words provided by the adult (safe search) - Identify 1 – 2 facts.

			- Collate facts/information as a class. Outcome – find basic information.
CC	Simple content	Combine pictures and text	- Copy and paste an image - Add a simple sentence - OR children draw and colour in an image with a word/sentence using appropriate app. Outcome – basic digital page.

End of Y1: Can use a device to create simple content and find basic information

Year 2

Strand	Focus	Outcomes	Lesson Ideas
DC	Early independence	Save work, use camera, type short text	- Use camera (photo/video) and know where to find it afterwards - Save work (computing) - Type a short paragraph. - Introduce copy and paste. Outcome – Retrieve work
RI	Recording information	Use keywords, record facts	- Research using a search engine independently. Discuss keywords to be used. - Record facts (doesn't have to be digitally recorded) - If recording digitally – use copy and paste. Outcome – Collects relevant facts/information independently.
CC	Combining media	Use text, images, and possibly audio	- Create a poster that must include at least an image and text. - Use copy paste feature to search and then use in their work. - Simple layout - Introduce concept of different font and size.

End of Y2: Can complete simple digital tasks independently

Year 3

Strand	Focus	Outcomes	Lesson ideas
DC	Organisation	Log in independently, manage files, use tabs and shortcut keys.	- Save work (computing) - Open multiple tabs on a search engine. - Copy and paste information from the web to a digital document (word, powerpoint etc) - Introduce Ctrl + C and Ctrl + V for copy and paste. - Be able to plug in devices to be charged. Outcome – organized digital workspace.
RI	Organising research	Group information, choose relevant facts	- Use search engine to research. - Group facts/information under headings. (Bold, underline) - Identify relevant and irrelevant information. Outcome – organized research notes.
CC	Structured content	Create presentations with clear structure	- Create digital content with Titles, bullet points, images, text – different fonts. - Can be on a word document, power point presentation etc.. Outcome – Structured presentation

End of Y3: Works independently with basic organisation and structure

Year 4

Strand	Focus	Outcomes	Lesson Ideas
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DC	Efficiency	Use shortcuts, format work	- Introduce new shortcuts such as Ctrl + B (bold writing) Ctrl + A (highlight all) Ctrl + S (save work) Ctrl + I (italic writing) - Inserting tables - Inserting hyperlinks (website links) Outcome – efficient and well presented work. MUST – collect use NIOSH (app) to collect sound data in science.
RI	Evaluating sources	Use multiple sources, summarise	- Use more than one source to research – using multiple tabs can be used here. - Summarise information found either digitally or written. - Discussion points – validity of information. If one website gives different information to the rest what does this mean? Outcome – Clear understanding on topic.
CC	Design for purpose	Create content for an audience	- Children need to create a purposeful poster, booklet, information sheet etc using all the techniques they have used in previous years. - To include hyper link. Outcome – Purposeful design.

End of Y4: Uses devices purposefully and evaluates information

Year 5

Strand	Focus	Outcomes	Lesson ideas
DC	Problem-solving	Manage files, troubleshoot, data representation	- Continue using short cuts, inserting tables building confidence on previous DC focuses. - Use data to create bar models, pie charts etc in a digital document. - Manage files, troubleshoot (computing) Outcome - solve basic problems easily and quicker navigation.

RI	Critical research	Check reliability, identify bias	- Evaluate reliability of sources and differentiate between real and fake news. - Fact checking challenge – give each group 3 – 5 claims such as “Drinking lemon water cures disease” “This quote was said by a famous person”. - Students go online and must approve or disapprove of the statement using trusted sources and cross-referencing. Outcome – Explain why a source is reliable/unreliable.
CC	High-quality content	Plan, edit and refine work	- Children to produce something digitally but must plan content first, edit for clarity and quality. - Could be to produce a video – green screen, literacy oracy task etc... - Then add text and affects. - Outcome – refined piece of work. - MUST – create vector drawings. Art or another subject. (APP)

End of Y5: Works independently with increasing critical thinking

Year 6

DC will be taught in computing for year 6 with practice opportunities, therefore Year 6 to focus on RI and CC every half term.

Strand	Focus	Outcomes	Lesson Ideas
DC	Independence	Manage full workflows, support others, fully independent user (computing)	- Be a fully independent user of the devices. - Know and use short cuts independently. - Use multiple digital software's confidently. - Being able to choose independent tools appropriately. Outcome – fully independent user.
RI	Independent enquiry	Evaluate sources, synthesise info	- Use multiple sources to research a topic - Evaluate which information is trustworthy - Combine ideas from different sources into their own words

			- Produce a short synthesised piece of research Outcome – synthesised research
CC	Professional content	Create polished, purposeful projects	- Plan → create → edit → present - Choose format (video, slides, report) Outcome: Polished final product MUST – Introduce spreadsheets, use formulas and calculations across multiple cells. EG: In maths children could plan profit from a party etc and use spreadsheet to calculate cost of item, profits etc...

End of Y6: Fully independent digital learner

Whole-School Progression

Stage	Device Confidence	Research	Content Creation
EYFS	Explore	Ask	Create
KS1	Use	Find	Combine
LKS2	Organise	Select	Structure
UKS2	Master	Evaluate	Refine

Assessment Framework

Across all strands:

- **Emerging:** Needs support
- **Expected:** Independent for year group

- **Greater Depth:** Applies skills flexibly

Evidence:

- Digital work
 - Observations
 - Research notes
 - Final projects
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End of Primary Outcomes

By Year 6, pupils can:

- Use devices independently and efficiently
 - Research safely and critically
 - Create high-quality digital content
 - Choose appropriate tools for tasks
 - Work responsibly in a digital environment
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Implementation

- Teach strands **through real curriculum topics**
- Revisit skills regularly
- Build **routine use (not one-off lessons)**

- Link with **e-safety and online behaviour**
 - Use **cross-curricular projects** (English, Science, History)
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