TEACHER PLANNING SUITE

Digital Skills

Primary Programme

Programme Progression

How the six strands of Coding Ireland's Digital Skills progression framework build from Junior Infants to 6th Class, and which topics carry each one. This is our own framework: there is no digital or ICT subject in the primary curriculum, and nothing here is an official specification.

6 strands · 4 stages

In this Teacher Planning Suite

- Long-Term (Yearly) Plan — the year mapped by strand & outcome
- Short-Term Plans by Topic — one planning grid per block of teaching
- Progression Coverage — which lessons build each progression statement
- **Programme Progression** — how the strands build, stage to stage

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Primary Digital Skills — Programme Progression (Stages 1–4)

DIGITAL SKILLS — PRIMARY PROGRAMME · WHOLE-PROGRAMME VIEW

Le comhlánú ag an múinteoir / to be completed by the teacher

Múinteoir / Teacher: _____ Scoil / School: _____ Uimhir Rolla / Roll no.: _____

Clár / Programme: Digital Skills Scoilbhliain / School year: 20____ / 20____

About this plan

Digital Skills is Coding Ireland's own programme. It is not one of the official primary curriculum subjects: there is no digital or ICT subject in the primary curriculum, so no specification sets out what must be taught, and the progression codes in this plan are our own.

That is why this plan is organised by topic rather than by week. The topics are a library to choose from, not an order to work through, so take them in whatever order suits your class, your devices and the rest of your year. Each page is one block of teaching, about a fortnight of a weekly slot, and the dates are left blank for you to fill in.

Class levels differ in length, so this course will not be the same size as the Digital Skills course in the room next door. The figures above are this course's own.

This is the planning layer. What to do in each lesson, the kit to have ready and where pupils go wrong, is in the Teacher Resource Book on the same course page.

What this programme aims to do

- Build computational thinking that works with or without a device: ordering steps, spotting patterns, breaking a problem up and finding the step that went wrong.
- Give every child the experience of making a program run, and of fixing one that does not.
- Use digital tools to make something the child chose and finished, for a reader or player other than themselves.
- Build confidence with robotics and physical computing (floor robots, circuits, sensors), so the ideas are not only on a screen.
- Grow the judgement to stay safe online, to say where something on a screen came from, and to decide what is reasonable to share about other people.

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