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|  | *EYFS* | *Year 1* | *Year 2* |
| E-Safety and E-Sense | Talk about good and bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.  Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private | Think about why it is important to have a password.  Explain what personal information is.  Know how to tell an adult when something unexpected or worrying is seen online.  Explain why it’s important to be kind and polite.  Recognise an age appropriate website.  Agree and follow sensible e‐safety rules. | Explain why it is important to keep passwords and personal information private.  Know when to talk to an adult about things I see online.  Explain why children should go online for a short amount of time.  Explain why it is important to be kind and polite online and in real life.  Understand that not everyone is who they say they are on the internet.  Agree and follow sensible e‐safety rules, explaining why they are important. |
| Handling  Information | Collect information as photos or sound files.  Use a simple pictogram or set of photos to count and organise information. | Discuss the different ways in which information can be shown.  Use technology to collect information, including photos, video and sound.  Sort different kinds of information and present it to others.  Add information to a pictograph and talk about what I have found out. | Discuss different ways in which technology can be used to collect information, including a camera, microscope or sound recorder.  Make and save a chart or graph using the data that has been collected.  Discuss data that is shown in a chart or graph.  Begin to understand a branching database.  Explain the types of information that could be used to help to investigate a question. |
| Multimedia | Use a mouse to rearrange objects and pictures on a screen.  Recognise text, images and sound when using ICT.  Use a camera or sound recorder to collect photos or sound.  Use paint programs to create pictures. Begin to use a keyboard.  Develop an interest in ICT by using age appropriate websites or programs. | Create with different technology tools.  Use technology to create and present ideas.  Use the keyboard or a word bank to enter text.  Save information and retrieve it again with support. | Use technology to organise and present ideas in different ways.  Use the keyboard on a device to add, delete and space text for others to read.  Save and retrieve files on a device. |
| Programming | Help adults operate equipment around the school, independently operating simple equipment.  Use simple software to make things happen.  Press buttons on a floor robot and talk about the movements.  Explore options and make choices with toys, software and websites. | Give simple instructions on everyday devices to make things happen  Make choices to control simple models or simulations.  Solve a problem using ICT  Understand what an algorithm is (a sequence of instructions or set of rules for performing a specific task) (out of the context of programming).  Understand that algorithms need to be precise, simple, clear and limited.  Understand that an algorithm is implemented as program on a digital device.  Input simple instructions (into programmable device or coding program) to see what happens. | Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following a sequence of instructions.  Use logical reasoning to predict the behaviour of simple programs.  Follow and predict the outcome of an program.  Write/input and test a simple a program/ code to achieve a desired outcome (ensuring it is precise, simple, clear and limited)  Identify a bug in a programme/code (where the algorithm has gone wrong/not achieved the desired outcome).  Debug a program (fix it by changing algorithm) |
| Technology in Our Lives | Recognise purposes for using technology in school and at home. Understand that things they create belong to them and can be shared with others using technology. Recognise that they can use the Internet to play and learn. | Recognise the way we use technology in the classroom. Recognise ways that technology is used at home and in the community.  Use links to websites to find information. Begin to identify some of the benefits of using technology. | Explain why we use technology in the classroom. Explain why we use technology in our homes and in the community.  Begin to understand that other people have created the information we use.  Identify benefits of using technology including finding information, creating and communicating.  Discuss the differences between the internet and things in the physical world. |