EYFS National Curriculum EYFS incorporate technology into lessons and every day experiences to problem solving at Key Stage 1. The children will begin to engage in Computational thinking. 'Computational Thinking' is a set of problem solving skills that we can use in every day life. Understand what algorithms are; how they are implemented as programs on digital debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Nursery Reception Year 2 The children will explore a variety of electronic devices in child-initiated sessions to gain an understanding of basic programming and cause and effect. The children will explore a variety of electronic toys in play situations (e.g. remote control toys) The children will explore a variety of electronic toys in play situations (e.g. remote control toys) To can respond to simple cause and effect. • To explain what a given command will • To describe a series of instructions as a sequence. • I can use a variety of electronic devices (push a button to hear sound) • Can explore to sys that simulate control devices e.g. cash tills • To explain that programming projects can have to far program. • To explain that programming projects can have to far program. • I can explore simple parters using 2 or more variables • I can explore to sys that simulate instructions or a sound 2 or more variables • To inderstand what an event is. • To explain that program. • To ereate an debug a program that 1 have written. • I can explore simple algorithms (simple instructions) are algorithm.		Com	puter Science			
EYFS incorporate technologig into lessons and every day experiences to provide a foundation for Computing at Key Stage 1. The children will begin to engage in Computational thinking. 'Computational Thinking' is a set of problem solving skills that we can use in everyday life. Understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instruction Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use logical reasoning to predict the behaviour of simple programs. Use logical reasoning to predict the behaviour of simple programs. Use logical reasoning to predict the behaviour of simple programs. Use logical reasoning to predict the behaviour of simple programs. Use logical reasoning to predict the behaviour of simple programs. Use logical reasoning to predict the behaviour of simple programs. I can explore and freet. • To any a variety of electronic devices in free flow and adult led sessions to gain an understanding of basic programming and cause and effect. • I can use a variety of electronic togs in play situations (e.g. remote control togs) using basic directional language • I can explore to simple cause and effect devices (push a button to hear a sound) • To describe a series of instructions as • To a desired outcome • To a cont ut a given word. • To a cont ut a given word. • To a seplain what a given commands • To a combine four direction commands • To inderstand what instructions are and predict what might happen when they are followed. • To understand what instructions are and predict what might happen when they are followed. • To understand what tobjects and action are • To understand what tobject and action • To understand what algorithm follow a sequence. <br< th=""><th colspan="2">EYFS</th><th colspan="2">National Curriculum</th></br<>	EYFS		National Curriculum			
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Information Technology				
EYFS National Curriculum				
EYFS incorporate technology into lessons and every day experiences to provide a	Use technology purposefully to create, organise, store, manipulate and retrieve			
foundation for Computing at Key Stage 1. The children will begin to engage in digital content				
Computational thinking. 'Computational Thinking' is a set of problem-solving				
skills that we can use in everyday life.				
Communication / Multimedia				

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Nursery	Reception	Year 1	Year 2
The children will use computers and large screens to develop mouse control I am beginning to develop mouse control I can use a paint program to make marks, using simple tools, to communicate my ideas. The children will begin to understand how technology allows them to capture and listen to sound. They will also the large screen and computers to access paint packages • I can use a paint program to make marks, using simple tools, to communicate their ideas. • I can use talking tins to record sound	 The children will use computers and large screens to develop mouse control I am beginning to develop mouse control I can use a paint program to make marks, using simple tools, to communicate my ideas (use colour, size and fill tools) I can use different forms of electronic communication in free play (play phones and working walkie talkies) I am beginning to use a keyboard to type my name on screen, and developing familiarity with letters, numbers, backspace, arrow keys and space bar The children will use iPads and webcams to capture images of themselves and others. They will understand how technology allows them to capture and listen to sound. They will also the large screen and computers to access paint packages. I can use multimedia equipment, e.g. tablets, webcams and visualisers, to capture still and moving images I can use a paint program to make marks, using simple tools, to communicate my ideas 	 To describe what different freehand tools do. To use the shape tool and the line tools. To make careful choices when painting a digital picture. To explain why I chose the tools I used. To use a computer on my own to paint a picture. To compare painting a picture on a computer and on paper. To use a computer to write. To add and remove text on a computer. To make careful choices when changing text. To compare typing on a computer to writing on paper. To introduce e-books and the 2Create a Story tool. To add animation and sound to a story. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board. 	 To use a digital device to take a photograph. To describe what makes a good photograph. To decide how photographs can be improved. To use tools to change an image. To recognise that photos can be changed. To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. To explore, edit and combine sounds using 2Sequence. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds in 2Sequence.

Data			
Nursery	Reception	Year 1	Year 2
 The children will sort objects using ICT and practical objects I am beginning to develop simple classification skills by carrying out simple sorting activities away from the computer 	The children will sort objects using ICT and practical objects. They will also have opportunities to add to class pictograms. (Cross curricular links to Maths) • I am developing simple classification skills by carrying out simple sorting activities away from the computer • I am continuing to develop simple classification skills by carrying out simple sorting activities using ICT	 To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. 	 To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information.

	Digital	Literacy	
EYFS EYFS incorporate technology into lessons and every day experiences to provide a foundation for Computing at Key Stage 1. The children will begin to engage in Computational thinking. 'Computational Thinking' is a set of problem-solving skills that we can use in everyday life. Nursery Reception		LiteracyNational CurriculumRecognise common uses of information technology beyond school.Use technology safely and respectfully, keeping personal information private;identify where to go for help and support when they have concerns aboutcontent or contact on the internet or other online technologies.Year 1Year 2	
The children will use computers and other devices to navigate. • I can use a shortcut to navigate to a program I want to use E-safety: I know who I can tell if I'm not sure about something	 The children will use shortcuts to navigate to selected websites and allow them to locate information. I can use a shortcut to navigate to a specific website I can use appropriate buttons, menus and hyperlinks to navigate a teacher selected website, or stored information E-safety: I know what to do if I see something online that makes me uncomfortable 	 To walk around the local community and find examples of where technology is used. To record examples of technology outside school. E-safety: I know what to do if I see something online that makes me uncomfortable I know what things count as personal information and who I can share it with 	 To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. E-safety I know what to do if I find something inappropriate online, & where to go for help I know how to stay safe by going to age-appropriate websites I know how to behave safely and respectfully online I know that not everyone online is who they say they are