

Reception	Y1	Y2	Y3	Y4	Y5	Y6
30-50 Months <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers 	Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by the following precise and unambiguous instructions		design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts		design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
40-60 Months <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Knows that information can be retrieved from computers. (Literacy - Reading) 	Create and debug simple programs		use sequence, selection, and repetition in programs; work with variables and various forms of input and output		use sequence, selection, and repetition in programs; work with variables and various forms of input and output	
Early Learning Goal <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	Use logical reasoning to predict the behaviour of simple programs		use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content		use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	
	Recognise common uses of information technology beyond school		select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
					select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	

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	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
	Hector, Videos and resources		SMART rules and use of the internet		Picture Perfect (Celebrities with/without Photoshop)	
	Follow the digital footprint		Powerful Passwords (GDPR for kids)		Taking responsibility and being appropriate (Cyberbullying)	
	Pop-ups in apps (Smartie the Penguin)		Reliability online		Do you really know them?	
	Cyber Bullying (Smartie the Penguin)		Age appropriate games and applications - why are games 13+?		Everything stays online - cookies and locations.	
	Appropriate games and apps (Smartie the Penguin)		Private and personal (Horrible Histories Saxon Monk)		GDPR for kids (Passwords and sharing information)	
	Should I be playing this game? (Violence in games and recreating in physical play)		Whose is it anyway? (Plagiarism)		Super digital citizen (Reporting images, notes and images that make us feel uncomfortable)	
	Lee and Kim E-safety Adventures		The power of words - Cyberbullying		Selling stereotypes	
					Privacy rules	

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	Touch typing		Touch typing		Revisit all LKS2 skills	
	Logging in and shutting down		Use page up and page down button		Book mark and favourite website	
	Find and load a range of programs		Use the symbol tool in a range of programs		Touch typing	
	Edit and save documents		Cut, copy and paste		Save documents in different formats	
	Know the difference between back space and delete and can use them both		Change font, colour and size		Choose the appropriate program to use	
	Use caps lock and shift keys		Use the snip and print screen tool		Use short cuts using control and alt	
	Understand and use the enter key		Change the layout of a document		Screen shot, crop and snip	