	Year R	Year 1	Year 2
Information Technology Text Graphics/Paint Presentation Data Video Sound Recording	*Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.* Play touch screen games and use computers/keyboards/mouse in role play. Type letters with increasing confidence. Use a paint program and explore the paint and brush tools.	• *use technology purposefully to create, organise, store, manipulate and retrieve digital content* **Text** **Year 1 –** Type words with increased confidence, using letter mat to help if needed Use space bar to make a space, delete/backspace to delete letters/words and enter/return to go onto a new line. With support, change font style, size and colour. **Year 2 –** Type words confidently and correctly, knowing where the letters are on the keyboard Use space bar only once between words Start using two hands when typing Change font style, size, colour etc independently **Graphics/Paint** **Year 1 -** Use a paint program to create a picture Use various tools such as brushes, pens, shapes to create their work. Print work. **Year 2 -** Use a variety of paint programs to create a picture Select and use tools such as brushes, pens, shapes, fill and use these with increased control. Save, retrieve and print work	

| | | **Presentation**

Year 1 -
Choose a suitable subject and collect some information
Add images and text to a PowerPoint
Change size of picture and text

Year 2 -
Choose a suitable subject and collect some information
Add labels and voice labels to an image
Choose and import images from the web and camera roll
Present the information so it is interesting and appealing

Data
Year 1 –
Know that images give information
Sort objects and pictures into a list or simple tables
Create a tally chart and pictogram
Say what a graph is showing them

Year 2 -
Know that images give information
Sort digital objects into a range of charts
Make a simple Y/N tree diagram to sort information
Create a branching database
Say what a graph is showing them

Sound recording
Year 1 –
Use software to record sounds
Record sound at and away from the computer |

Explore and present simple data on a digital graph.

Record sounds with different resources.

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Year 2 –
Record own sound effects
Use software to record sounds
Add sounds to animation/program

Video/Animation
Year 1-
Record using a camera/iPad
Discuss which videos to keep and which to delete

Year 2 -
Use cameras/iPads to film
Discuss which videos to keep and which to delete and why
Arrange clips to create a short film
Create multiple animations of an image and edit these together
Add voice clips to an animation

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<td>Record using a camera/iPad.</td>
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Computer Science

Beebots

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Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Follow simple oral instructions to move beebot.

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- *understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions*
- *create and debug simple programs*
- *use logical reasoning to predict the behaviour of simple programs*

Year 1 –

Give a set simple instructions to follow out a task
Give commands including straight/forwards/backwards/turn – one step at a time, then multiple steps.
Explore what happens when a sequence of instructions is given.
Improve/change their sequence.
Debug simple algorithms.

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		Year 2 – Give commands including straight/forwards/backwards/turn in multiple steps. Give commands in a sequence. Explore what happens when a sequence of instructions is given. Write, edit and improve their sequence of commands Debug algorithms and edit/re-write them. Use logical reasoning to predict the outcome of simple programs.
Digital Literacy Internet Research Emails E-Safety	*Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.* Recognise some ways in which the internet can be used to communicate. Talk about how the internet can be used to find things out. Identify devices that could be used to access information on the internet. Contribute to a class email.	- *recognise 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 about content or contact on the internet or other online technologies* **Internet Research** **Year 1 –** Talk about websites they have been on. Use given web addresses to find things out. Begin to use simple key words in search engines Know what to do and who to talk to if I am worried/concerned **Year 2 –** Use key words in search engines. Navigate a simple webpage to find information. Know what to do and who to talk to if I am worried/concerned Explore a website by clicking on the arrows, menus and hyperlinks **Email** **Year 1 -** Know email is a way of communicating with others. Recognise an email address. Contribute to a class email.

	Know Sid's Top Tip's to keep safe on the internet. Identify some simple examples of my personal information (name, age, address) Know what to do if they get that uh-oh feeling	**Year 2 –** Know email is a way of communicating with others – who might we email and why? Do we always know them? Find the @ key on the keyboard Open and select to reply to an email as a class Contribute to a class email **E-safety** **Year 1 –** Know Sid's Top Tips. Explain the rules to keep us safe when using technology both in and beyond the home. Identify devices that can be used to search the internet. Identify what things count as personal information – name, address, school, age, passwords. Know what to do and who to talk to if worried/concerned when using the internet. Consider other people's feelings on the internet. **Year 2 –** Know Sid's Top Tips Explain simple guidance for using technology in different environments and settings. Identify devices that can be used to search the internet. Identify what things count as personal information – name, address, school, age, passwords. Make decisions about whether or not statements Know what to do and who to talk to if worried/concerned about something I see on the internet and be able to say why this is important. Consider other people's feelings on the internet and how actions might make others feel.