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| <b>EYFS</b>                           | <b>Understanding the World (<i>Technology</i>)</b>   |
|                                       | <i>A Unique Child: observing what a child is learning</i>  |
| <b>Emerging (30 – 50 months)</b>      | <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> |
| <b>Emerging (40 – 60 months)</b>      | <ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>   |
| <b>Expected (Early learning Goal)</b> | <ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul>   |

| <b>KS1</b>  | <b>Computing Science</b>  | <b>Information Technology</b>  | <b>Digital Literacy (e-safety)</b>  | <b>Digital Literacy (Technology in our lives)</b>   |
|---|---|--|---|---|
| <b>Year 1 – Emerging knowledge, skills and concepts</b> | <ul style="list-style-type: none"> <li>Understand that algorithms are implemented as programs on digital devices</li> <li>Debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>   | <ul style="list-style-type: none"> <li>Use technology purposefully to create digital content</li> <li>Use technology purposefully to store digital content</li> <li>Use technology purposefully to retrieve digital content</li> </ul> | <ul style="list-style-type: none"> <li>Use technology safely</li> <li>Keep personal information private</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> </ul> |
| <b>Year 2 – Expected by the end of KS1</b>              | <ul style="list-style-type: none"> <li>Understand that algorithms are implemented as programs on digital devices</li> <li>Understand that programs execute by following precise and unambiguous instructions</li> <li>Debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>   | <ul style="list-style-type: none"> <li>Use technology purposefully to organise digital content</li> <li>Use technology purposefully to manipulate digital content</li> </ul>   | <ul style="list-style-type: none"> <li>Use technology respectfully</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet</li> </ul> | <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> </ul> |
| <b>NC Attainment Targets</b>                            | <p><b>Key stage 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul> |  |   |   |