



EYFS	
COMPONENT SKILL To understand e-safety and how I can keep myself and others safe. (E-safety)	
To understand what personal information and passwords are and how to keep these secure.	I am careful when using digital devices which are connected to the internet. Term 3 - Understanding of the world/PSED. Term 6 - Understanding of the world/PSED.
To know what to do when something goes wrong when using the internet.	I can ask an adult when I want to use the internet. I can tell an adult when something worrying or unexpected happens while using the internet. Term 3 - Understanding of the world/PSED. Term 6 - Understanding of the world/PSED.
To know how you should behave online.	I can be kind to my friends. I can talk about good and bad choices related to real life. Term 3 - Understanding of the world/PSED. Term 6 - Understanding of the world/PSED.
To understand how to use digital, internet based technology safely and considerately.	I can play and talk about appropriate games using the internet. Term 3 - Understanding of the world/PSED. Term 6 - Understanding of the world/PSED.
COMPONENT SKILL <u>Networks and Systems</u> <i>Technology everywhere!</i>	
To recognise that technology is not just 'in the classroom'.	I can identify objects which are linked to digital devices. I can operate simple equipment: remote control, turn technology on/off (screens), press play and pause. Daily activities - light tables, IWB screen, elements within continuous provision.
To know that digital devices connect to the internet.	I can use a safe part of the internet to learn with a friend or a teacher. Term 6 - Understanding of the world/PSED.
COMPONENT SKILL <u>Data and Information</u> <i>Collecting things!</i>	
To understand that data is a collection of collected and digital information.	I can tell you that data includes different information such as videos, pictures, text and sound. Term 4 - 'Spring into action' - Understanding of the world/Communication and language.

To interpret and talk about collected data.	I can take photos on an iPad. I can collect similar objects and explain how they are different. Term 4 - 'Spring into action' - Understanding of the world/Communication and language - video.
COMPONENT SKILL <u>Media</u> Digital painting.	
To work with shapes.	I can move and position objects on different platforms: touch and drag using screens, click and drag using a computer. Term 6 - PD/Understanding the world.
To work with text.	I can create text by using a digital device. Term 6 - PD/Understanding the world.
To work with video.	I can recognise text, images and sound when using ICT. Term 6 - PD/Understanding the world.
To work with sound.	I can record a video on a digital device. Term 4 - 'Spring into action' - Understanding of the world/Communication and language - video.
To use a keyboard and its functions.	I can work with an adult to type my name. Term 6 - PD/Understanding the world.
To use features of programmes to add effects to images and text.	I can use technology to help with my learning. Term 6 - PD/Understanding the world.
Use devices to capture still images	I can work with an adult to use a digital device to take a picture and look at the picture in a gallery. Term 6 - PD/Understanding the world.
COMPONENT SKILL <u>Programming</u> Making things work and move!	
To know that computer functions work from a series of instructions.	I can help adults operate equipment around the school, independently operating simple equipment. E.g. Turning light tables on and off. Daily activities.
Understand that algorithms are a series of instructions to reach a desired outcome.	I can use simple equipment to make things happen. Press a button on a remote control/floor robot. (Action = consequence). Term 5 - Maths, Understanding the world.
Write algorithms (instructions) for a programme or robot to follow.	I can press buttons on a floor robot and talk about the movements. Term 5 - Maths, Understanding the world.
To use a variety of tools/equipment to create a programme.	I can press a series of buttons to create a basic program. I can use: Beebots/beebot ipad and a Codeapillar. I can explain that the toy moves because of the different buttons I press. Term 5 - Maths, Understanding the world.
To write a sequence of instructions (a programme) to solve a problem or a desired outcome.	I can follow and lead instruction games (Simon says). Term 5 - Maths, Understanding the world.
Vocabulary	

E Safety	Technology in our lives	Multimedia	Data handling	Programming
Choices Internet Website	Technology Share Create Internet	Screen Mouse Images Keyboard Paint	Collect Set of photos Count Organise	Equipment Buttons Movement