



	EYFS	Year 1	Year 2
<p style="text-align: center;"><u>Online Safety</u></p> <p><u>ELG:</u> •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (30-50 Months) •Knows that information can be retrieved from computers (30-50 Months)</p> <p><u>National Curriculum</u> To use technology safely and respectfully, keeping personal information private. To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<ul style="list-style-type: none"> To be able to use simple equipment in the classroom including the CD player in the listening area, handheld cameras, simple programs on the whiteboards such as those on busy things and LGFL Inboard. To talk about how the children, use the internet at home and what it is. To know who they can go to if they see something online that worries them To know that not all websites are suitable for children. Recognise which personal information they should keep safe from strangers. <p><u>Key Vocabulary</u> <i>Cd player, listening area, play, stop, pause, Internet, age restrictions, tell, ask, strangers, personal information.</i></p>	<ul style="list-style-type: none"> Type their name and date on a piece of work they have created. Open a web browser Recall the SMART rules for internet safety Know who to tell if someone online asks for personal information Understand why email is a good way to communicate Choose the correct safe search filter when using a search engine Make links between the online and offline world. Recognise which personal information they should keep safe from strangers. Help construct an email. <p><u>Key Vocabulary</u> <i>Name, date, text, toolbar, save, folder, search, filter, image, keyboard, Friend requests, accept, decline, online, personal information, private, strangers, cyberbullying, Internet, danger, SMART, tell, trusted adult, age restriction's.</i></p>	<ul style="list-style-type: none"> Know what 'digital footprint' means; Know that people can use the information they put online; Use a website to search for information and identify keywords that will give good search results; Begin to identify possible dangers online; Identify websites suitable for their age and know when to ask an adult for advice about accessing a website or if a website makes them uncomfortable; Talk about what people might want to know about a website; Give their opinion about a website, saying what they like and dislike about it; Begin to consider who a website could be aimed at; Identify unkind online behaviour and know what to do if they think someone is being unkind to them online; Know how to safely search for information online; Choose appropriate websites for their age <p><u>Key Vocabulary</u> <i>Digital footprint, trail, e-Safety, online, website, advert, content, social media, post, public, safe, keyword, search engine, Internet, website, rank, secure,</i></p>



			<i>appropriate, rating, review, cyberbullying, chat, messenger.</i>
<p><u>Digital Art</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software (40-50 Months) <p><u>National Curriculum</u></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content using a simple computer program.</p>	<ul style="list-style-type: none"> • Paint with different colours and brushes • Create shapes <p><u>Key Vocabulary</u></p> <p><i>Paint, colour, brush, tools, shapes, fill, undo, select</i></p>	<ul style="list-style-type: none"> • Paint with different colours and brushes • Create shapes • Save work into a folder • Fill an area with a colour • Undo and redo • Add text <p><u>Key Vocabulary</u></p> <p><i>Paint, colour, brush, tools, setting, pixels, shape, fill, bucket, undo, redo, text, size, poster, edit, change, select.</i></p>	<ul style="list-style-type: none"> • Access an appropriate program for achieving a specific task; • Switch between program tools to produce different techniques; • Alter the formatting of a tool to adjust the colour or size; • Recreate a piece of art using a computer program; • Manipulate shapes and objects to recreate an art style. <p><u>Key Vocabulary</u></p> <p><i>Pixel, Pointillism, dots, Seurat, program, tool, size, Mondrian, fill, straight lines, primary colours, Picasso, Cubism, shapes, manipulate, rotate, shade, Monet, Impressionism, shade, lighter, darker, mood, emotions, Warhol, Pop Art, duplicate, screen-print, retrieve, copy and paste, portrait,</i></p>
<p><u>Algorithms and Programming</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> • 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. (30-50 Months) <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<ul style="list-style-type: none"> • Direct a bee-bot to a toy • Program a Bee-Bot, one instruction at a time, using the arrow buttons. <p><u>Key Vocabulary</u></p> <p><i>Beebot, program, turn, stop, go</i></p>	<ul style="list-style-type: none"> • Create step-by step instructions using pictures. • Write and follow detailed step-by step instructions. • Direct a bee-bot to a toy • Program a Bee-Bot, one instruction at a time, using the arrow buttons. • Say what an algorithm is and why it is important to be precise when writing an algorithm. • Check work for mistakes (debug) 	<ul style="list-style-type: none"> • Draw lines of different lengths using the find command; • Move blocks into the Scripts Area; • Snap blocks together to combine commands; • Turn the turtle using rt 90 and left 90; • Draw squares and rectangles; • Create simple algorithms using a number of • different blocks; • Use the repeat and green flag blocks to control algorithms.



<p>They select and use technology for particular purposes. (ELG 40-60 months)</p> <p><u>National Curriculum</u> To understand what algorithms are; and how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.</p>		<ul style="list-style-type: none"> • Program a Bee-Bot using the arrow buttons • Start a programming sequence again if needed. • Check their work for mistakes to debug a program • Plan and check an algorithm. <p><u>Key Vocabulary</u> <i>Algorithm, photograph, instruction, order, detail, debug, program, turn, left, right, clockwise, anticlockwise, sequence.</i></p>	<p><u>Key Vocabulary</u> <i>Algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable, repeat, sprite, add sound, say something, block, move, green flag, change colour, key press.</i></p>
<p><u>Using and Applying 1</u></p> <p><u>ELG:</u> •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. (30-50 Months)</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (ELG 40-60 months)</p> <p><u>National Curriculum</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none"> • To use the technology around them such as the listening area and hand held cameras. • To have experience of using the IWB including busy things and LGFL iboard. • To continue to use simple software to create pictures and images. <p><u>Key Vocabulary</u> <i>Press, buttons, click, headphones, move, drag, select</i></p>	<ul style="list-style-type: none"> • Click and drag with a mouse or trackpad • Switch on and shut down a computer independently • Launch and application by double clicking it. • Log on and log off on a computer independently • Manipulate an application window by moving and resizing it. <p><u>Key Vocabulary</u> <i>Trackpad:</i> click, button, pressure. <i>Mouse:</i> click, button, double click, drag, pressure. <i>General:</i> Monitor, display, keyboard, mouse, trackpad, headphones, launch, application, window, minimise, restore, size, move, screen, close, exit, save, folder, open, file, click, button, drag.</p>	<ul style="list-style-type: none"> • Search using the words ‘for kids’; • Follow a weblink; • Locate their own blog; • Understand how to blog safely and responsibly; • Identify search results that will give some useful information; • Know where to find the address of a link; • Log in and post a blog <p><u>Key Vocabulary</u> <i>Internet, World Wide Web (WWW), search, search engine, results, Google, Bing, Yahoo, browser, link, web page, back, blog, picture, image, photoiograph, post, username, password</i></p>



<p>To recognise common uses of information technology beyond school.</p>			
<p style="text-align: center;"><u>Using and Applying 2</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> •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.(30-50 Months) <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes. (ELG 40-60 Months)</p> <p><u>National Curriculum</u></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p>	<ul style="list-style-type: none"> • To use the technology around them such as the listening area and handheld cameras. • To have experience of using the IWB including busy things and LGFL iboard. • To continue to use simple software to create pictures and images. <p><u>Key Vocabulary</u></p> <p><i>Press, buttons, click, headphones, move, drag, select, keyboard, mouse, IWB pen</i></p>	<ul style="list-style-type: none"> • Turn on a computer and open an application • Type letters and symbols including the shift key • Format text in different ways (bold, italic and underline) • Draw different shapes using paint software • Use a brush in a paint application and change the size and colour. • Click, double-click and drag objects. • Save and open files. • Make shapes (in paint software) the size they desire • Position shapes correctly • Select and compare the different brush types. <p style="text-align: center;"><u>Key Vocabulary</u></p> <p><i>Launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, type, word processing, keyboard, keys, shift, space, save, paint, colour, tools, brush, style, draw, picture, image, text, copy, paste, select.</i></p>	<ul style="list-style-type: none"> • Find and open software for creating computer art; • Retrieve/open a file from a saved location; • Control the mouse to produce different effects (dots/lines); • Use computer paint skills in a new context; • Add new slides to a presentation with a main idea on each slide; • Insert and reorder slides; • Add text and images to a presentation; • Select a relevant backdrop and character within Scratch; • Add a second character and position on the backdrop within Scratch; • Make a character move within Scratch. <p style="text-align: center;"><u>Key Vocabulary</u></p> <p><i>Pixel, pointillism, dots, Seurat, program, tool, size, colour, Internet, shape, rotate, Picasso, cubism, presentation, text, image, slide, PowerPoint, open, retrieve, edit, present, Scratch, program, code, algorithm, commands, instructions, backdrops.</i></p>



<p><u>Presentation Skills</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none">•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. (30-50 Months) <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (ELG 40-60 months)</p> <p><u>National Curriculum</u></p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<ul style="list-style-type: none">• To use the technology around them such as the listening area and handheld cameras.• To have experience of using the IWB including busy things and LGFL iboard.• To continue to use simple software to create pictures and images. <p><u>Key Vocabulary</u></p> <p><i>Press, buttons, click, headphones, move, drag, select, keyboard, mouse, IWB pen</i></p>	<ul style="list-style-type: none">• Type with two hands• Use shift, space and enter correctly• Use undo and redo• Make text bold, italic or underline• Save their work in their folder• Edit text using backspace, delete and the arrow keys• Format the font• Select single words <p><u>Key Vocabulary</u></p> <p><i>Keyboard, type, key, shift, space bar, enter, return, symbol, save, folder, backspace, delete, arrow key, undo, redo, select, format, bold, italics, underline, font, size, colour.</i></p>	<ul style="list-style-type: none">• Insert slides, add and type in a text box;• Create folders;• Print files;• Add images;• Format text and text boxes. <p><u>Key Vocabulary</u></p> <p><i>monitor, switch, shut down, log on, log off, windows, folder, new folder, presentation, Microsoft PowerPoint, slide, new slide, slide layout, text box, format, font, colour, Slide Sorter View, drag, present, search, print, options, date, print options, black and white, colour, selected pages.</i></p>
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