



**EYFS**

<p><b>Technology (non-statutory)</b></p>	<p>Incorporate technology resources that children recognise into their play, such as a camera. Support children in exploring the control technology of toys, e.g. toy electronic keyboard. Handles books and touch screen technology carefully and the correct way up with growing competence.</p>	<p>Looks at and enjoys print and digital books independently. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p>	<p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. Support children to coordinate actions to use technology, for example, call a telephone number or create a video recording.</p>
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**Year 1-2**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Computing (Cycle 1)</b></p>	<p><i>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.</i></p> <p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Recognise common uses of information technology beyond school.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Recognise common uses of information technology beyond school.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Recognise common uses of information technology beyond school.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>
<p><b>Computing (Cycle 2)</b></p>	<p><i>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.</i></p> <p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Recognise common uses of information technology beyond school.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Recognise common uses of information technology beyond school.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>	<p><i>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.</i></p> <p><i>Recognise common uses of information technology beyond school.</i></p> <p><i>Create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.</i></p>

**Year 3-4**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>Computing</b> (Cycle 1)</p>	<p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>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.</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>	<p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>	<p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>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.</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>
<p><b>Computing</b> (Cycle 2)</p>	<p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>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.</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>	<p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>	<p><i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>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.</i></p> <p><i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</i></p> <p><i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p>

