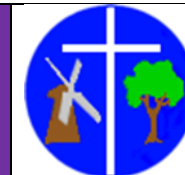


Subject Skills Progression – EYFS & Key Stage 1



Skills	EYFS	Year 1	Year 2	End of KS Expectations
e-Safety	<ul style="list-style-type: none"> I can begin to understand what should stay private online 	<ul style="list-style-type: none"> I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online I can talk about why it's important to be kind and polite I can recognise when a website is meant for someone my age. I can agree and follow sensible e-Safety rules. 	<ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can talk about why I should go online for a short amount of time. I can describe the things that happen online that I must tell an adult about. I can talk about why it is important to be kind and polite online and in real life I know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> 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
Technology in our lives	<ul style="list-style-type: none"> I can operate simple equipment e.g. turn on CD player and uses remote control. I am interested in technological toys with knobs or pulleys or real objects such as cameras and mobile phones. 	<ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom. I can recognise ways that technology is used in my home and community. I can use links to websites to find information. I can begin to identify some of the benefits of using technology. 	<ul style="list-style-type: none"> I can tell you why I use technology in the classroom, home and community. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. I can talk about the differences between the Internet and things in the physical world. 	<ul style="list-style-type: none"> recognise common uses of information technology beyond school
Multi-media	<ul style="list-style-type: none"> I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. I can use a keyboard for different reasons , e.g. play games or draw on a computer 	<ul style="list-style-type: none"> I can be creative with different technology tools. I can use technology to create and present my ideas. I can use the keyboard, including the space bar, on my device to enter text. I can save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on a device . I can use technology to organise and present my ideas in different ways. 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content

Programming	<ul style="list-style-type: none"> • I can explore the commands needed to control a range of electronic toys. • I can control simple games on-screen using the arrow keys. • I can coordinate my actions to use technology e.g. call a phone number. • I can use a variety of electronic toys in play situations e.g., Bee-Bots, and remote-control toys, using basic directional language. • I can complete a simple program on a computer by clicking on different icons to cause things to happen, 	<ul style="list-style-type: none"> • I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word 'debug' when I correct mistakes when I program 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can use programming software to make objects move. • I can look at my friend's program and tell you what will happen. • I can watch a program in action and spot where it goes wrong so that I can debug it. 	<ul style="list-style-type: none"> • 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
Handling Data	<p>I know that information can be retrieved from computer.</p>	<ul style="list-style-type: none"> • I can talk about the different ways in which information can be shown. • I can use technology to collect information, including photos, video and sound. • I can sort different kinds of information and present it to others. 	<ul style="list-style-type: none"> • I talk about the different ways I use technology to collect information, including a camera or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I can add information to a pictograph and talk to you about what I have found out. • I can tell you what kind of information I could use to help me investigate a question. 	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content