

I know the difference between a photograph and a video	I can draw and mark make on the IWB/ iPad using an App/ build in programme to select colours and pen thickness		I can role play using technology resources e.g.old mobile phone, keyboard/laptop, mouse, camera		I can explore the use of technology around my school e.g. talk to office staff, play 'I Spy tech'		I use Tapestry to talk about/share home learning and activities.	
I am beginning to be aware of the ways in which we use technology in our classroom e.g.adults using the computer for dinners/register, using iPads for photography	I can type letters with increasing confidence using keyboard and tablet	I can animate a simple image to speak in role e.g. CHATTERPIX	I can take a photo/ short video using the camera	I can watch films back that I have recorded	I can scan a QR code to access a specific website to support learning	I can access resources in the classroom that use technology e.g lightbox, cd player	I can follow instructions about how to use an iPad to complete a simple App e.g.Numberblocks	
	I can sort physical objects, take a picture and discuss what I have done.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings	With support, I can use a device to record my independent learning.	I am beginning to explore, use and refine a variety of artistic effects to express my ideas and feelings	I can use a mouse or touch screen to target and select options on a screen	I can follow simple algorithms e.g. make a jam sandwich		
I can play with remote control or programmable toys and take turns	I can use my fine motor skills to use a range of tools confidently, competently and safely	I am able to use new computing vocabulary through the day	Aspiration: I can use technology safely to support my learning			With support I can input a simple sequence of commands to control a digital device e.g.BeeBot		I am showing greater control in using a programmable or remote-controlled toy to follow a designated route or reach a specific destination
I can use the IWB to play games linked to my learning e.g.Topmarks counting games	E-Safety 2	Explore collaborative activities using technology e.g.working through a game, being able to take turns and provide support, sharing ideas				I can explore the controls on a Bee Bot and I am beginning to input specific instructions to achieve a specific task	With support I am beginning to use specific language to result in specific outcomes e.g.Jam Sandwich algorithm activity	I am beginning to use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen
I am beginning to talk about what I see using a wide vocabulary	I am able to explain what to do if I encounter a problem with technology	E-Safety 3				I am able to independently access this technology to support my learning		
I can listen to adults who support me and model using the internet to search for information linked to topics, events and interests and to answer questions.	I can give examples of how I (might) use technology to communicate with people I know	With support, I can talk about how I can use the internet to find things out	I can use talk to help work out problems and organise my thinking and activities. Explain how things work and why they might happen		I can talk about the rules that keep me safe and healthy at school/ home when using technology		I am using talk to help me work out problems and organise my thinking . With support I am beginning to explain how things work and why they might happen	
	I can talk about uses of technology at home	Show greater independence in accessing technology for learning and to support learning	I am learning new vocabulary and using it throughout the day	Talk about what they see using a growing bank of subject related vocabulary – see below	I show resilience and perseverance in the face of challenges	I am beginning to talk about sensible amounts of 'screen time' to support my well-being		
I am confident to explore how things work	I am beginning to learn new vocabulary and use it through the day		E-Safety 1 I know to seek adult support if I feel uh-oh, or if the technology isn't working as expected		With support I am beginning to talk about t sensible amounts of 'screen time'		I am beginning to show resilience and perseverance in the face of challenges	

Digital Literacy/E safety Communication and Language/ Literacy Personal, Social & Emotional Development	Computer Science Algorithms & Programming Mathematics	Information Technology Understanding the World/ Expressive Arts & Design Physical Development
Vocabulary - Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password		

Computer science is the knowledge of computers and computation. It includes concepts such as data, system architecture, algorithms and programming.

Digital literacy is the knowledge and skills needed to use computer technology safely, effectively and with discernment.

Information technology is the context for how computers are used in society. It includes how they are used in different sectors, as well as the creation of digital artefacts, such as presentations, spreadsheets and videos.