Subject Skills Progression – EYFS & Key Stage 1
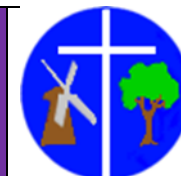
Skills	EYFS Implementation	Year 1 Implementation	Year 2 Implementation	Impact
e-Safety	• I can begin to understand what should stay private online	• I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online • I can talk about why it's important 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.	• 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.	• 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	• 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.	• 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.	• 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.	• recognise common uses of information technology beyond school
Multi-media	• 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	• 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.	• 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.	• use technology purposefully to create, organise, store, manipulate and retrieve digital content

Programming	• 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,	• 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	• 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.	• 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	I know that information can be retrieved from computer.	• 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.	• 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.	• use technology purposefully to create, organise, store, manipulate and retrieve digital content