		Nursery (3-4 year olds)	Reception (4-5 year olds)	Phase 1 Key Stage 1 Year 1 & 2	Phase 2 Lower Key Stage 2 Year 3 & 4	Phase 3 Upper Key Stage 2 Year 5 & 6
Programme of Study		Technology no longer has its own individual ELG. It is still expected that children are given opportunities to explore a range of technologies from within different areas of learning. This might be using programmable toys in mathematics and tablets to access audio books in literacy. Explore the use of cameras to capture an experience with objects they find in their environment in understanding the world or engaging in music, song and dance, performing solo or in a group in expressive art and design.		**National Curriculum Aims** ➤ **Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation** ➤ **Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems** ➤ **Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems** ➤ **Are responsible, competent, confident and creative users of information and communication technology.**		

Computer Science	Use programmable toys and experiment with turning on and off, listening to the noises they make, watching the lights, watching where they go and clearing memory. Knows how to operate and look after the equipment and the use of a remote control. Shows an interest in technological toys with knobs or pulleys, or real objects, such as cameras or mobile phones. Makes toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Using programmable toys to navigate very simple routes and how to look after them. Independently use and complete an educational app on a device. Completes a simple program on a computer. Recognises technology in their environment.	Understand what algorithms are; 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. Use logical reasoning to predict the behaviour of simple programs.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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.

		Know that information can be retrieved from computers.	Uses ICT hardware to interact with age-appropriate computer software.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.
	Information Technology				

Digital Literacy	Ask adults to find out information on a computer and model ways to stay safe using technology. Use apps and talk about their likes and dislikes. Adults role model and use language connected with searching, finding and accessing websites and information. Exposed to adults using digital recording of their experience for their learning journeys.	Internet safety is taught through song. Begin to understand what the internet is and ways to stay safe. Exposure to different websites and talk about their uses, e.g. cbeebies, games, the weather etc.	Recognise common uses of information technology beyond school. 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.	Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.	