

Common Road Infant and Nursery School



Flying High Together

Progression in skills across Early Years and Key Stage One

Progression in History Skills

	EYFS	Year 1	Year 2	Year 3
Chronology	children to share their feelings and talk about why they respond to experiences in particular ways, from the past and present	sequence events or objects in chronological order	sequence artefacts closer together in time, sequence events, sequence photos etc from different periods of their life describe memories of key events in lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time
Range and Depth of Historical Knowledge	Children to discuss and describe things and actions from the past	begin to describe similarities and differences in artefacts drama — why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts — confidently describe similarities and differences drama — develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something Study change through the lives of significant individuals
Interpretations of History	discuss and identify their own past and present by discussing family members	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period — museum,
Historical Enquiry	begin to understand then and now	sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source — why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources	use a range of sources to find out about a period observe small details — artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions

Organisation and Communication	Organise historical ideas through, makes, actions and discussions	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways — discussions, pictures, writing, annotations, drama, mode
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Progression in Geography Skills

	EYFS	Year 1	Year 2	Year 3
Geographical language	geographical language to describe their location e.g. school, home and rooms in their home garden, park	geographical language to describe feature or location e.g. hill/local/a road/coastline/ woods	geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	to describe route and direction —8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/location/ industry/transport
Enquiry (builds on questions from previous years)	ask and answer simple questions about their home	ask geographical questions e.g. what is it like to live in this place?	ask geographical questions — where is this place? what is it like? How has it changed?	ask geographical questions: where is this location? What do you think about it?
Geographical areas	Explore where 'I am', 'where I can go' and 'where I have been'	express own views about a place, people, environment	express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations
Geographical history	Discuss and observe how school and home have changed.	recognise how places have become the way they are e.g. shops (patterns and processes)	recognise how places have become the way they are e.g. shops (patterns and processes)	identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play
Recording, observing and communicate	observe, record and communicate areas of interest and why	observe and record e.g. identify buildings on a street — memory maps communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	observe and record in different ways eg. sketches, diagrams, ICT communicate in different ways — pictures, writing, charts	collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local a
Fieldwork: where, why? Use fieldwork techniques	draw and label areas within their own locality of interest to them	use simple field sketches use a camera	use simple field sketches and diagrams, use a camera	use more detailed field sketches and diagrams

Map work/ atlas work		make simple maps and plans explore maps of the local area	compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw information from a map	draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately OCT)
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Progression in Science Skills

	EYFS	Year 1	Year 2	Year 3
Planning and Communication and Sources	discuss, draw and label things that can change	draw simple pictures talk about what they see and do use simple charts to communicate findings identify key features and ask questions	describe their observations using some scientific vocabulary use a range of simple texts to find information suggest how to find things out identify key features ask questions	use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations
Enquiring and Testing Obtaining and Presenting Evidence	test and explore why particular things/objects do what they do.	test ideas suggested to them say what they think will happen use first hand experiences to answer questions begin to compare some living things	use simple equipment provided to aid observation compare objects, living things or events make observations relevant to their task begin to recognise when a test or comparison is unfair use first hand experiences to answer questions	put forward own ideas about how to find the answers to questions recognise the need to collect data to answer questions carry out a fair test with support recognise and explain why it is a fair test with help, pupils begin to realise that scientific ideas are based on evidence
Observing and Recording	observe and record changes	make observations using appropriate senses record observations communicate observations orally, in drawing, labelling, simple writing and using ICT	respond to questions asked by the teacher ask questions collect and record data (supported by the teacher) suggest how they could collect data to answer questions begin to select equipment from a limited range	make relevant observations measure using given equipment select equipment from a limited range
Considering Evidence and Evaluating	discuss and compare simple reactions and changes	make simple comparisons and groupings say what has happened say whether what has happened was what they expected	say what has happened say what their observations show and whether it was what they expected begin to draw simple conclusions and explain what they did	begin to offer explanations for what they see and communicate in a scientific way what they have found out begin to identify patterns in recorded measurements

			begin to suggest improvements in their work	suggest improvements in their work evaluate their findings
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Progression in Physical Education Skills

Gymnastics and Dance	EYFS	Year 1	Year 2	Year 3
Acquiring and developing skills	<p>demonstrate increasing control over large and small objects</p> <p>use large and small tools to change to materials</p> <p>move confidently during large and small movements and actions</p> <p>use safety measures without direct supervision</p>	<p>explore gymnastics and dance actions and still shapes move confidently and safely in their own and general space, using change of speed and direction</p>	<p>remember, repeat and link combinations of gymnastic actions and dance, body shapes and balances with control and precision</p>	<p>consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</p>
Selecting and applying skills, tactics and compositional ideas	<p>to work independently</p> <p>to sustain attention when working within a group</p> <p>to be able to work collaboratively during large and small movements</p>	<p>copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts</p>	<p>choose, use and vary simple compositional ideas in the sequences they create and perform</p>	<p>improve their ability to select appropriate actions and use simple compositional ideas</p>
Knowledge and understanding of fitness and health	<p>demonstrate good control and co-ordination in large and small movement during all physical activities</p> <p>understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe</p>	<p>know how to carry and place equipment</p> <p>recognise how their body feels when still and when exercising</p>	<p>recognise and describe what their bodies feel like during different types of activity</p> <p>lift, move and place equipment safely</p>	<p>recognise and describe the short term effects of exercise on the body during different activities</p> <p>know the importance of suppleness and strength</p>

	to understand the importance of hygiene and self-care			
Evaluating and improving performance	<p>set themselves challenges that increase their own independence within a safe and controlled environment</p> <p>increasing the range of movements used with sustained control, balance and coordination</p>	watch, copy and describe what they and others have done	improve their work using information they have gained by watching, listening and investigating	<p>describe and evaluate the effectiveness and quality of a performance</p> <p>recognise how their own performance has improved</p>
Games				
Acquiring and developing skills	<p>move freely using suitable spaces and speed</p> <p>draw lines, circles and marking</p> <p>hold a fine and gross equipment with increasing control and co-ordination</p> <p>understand their own needs</p> <p>hunger/toilet/personal hygiene</p> <p>dress with support</p> <p>Know equipment needs to be used safely</p>	<p>be confident and safe in the spaces used to play games</p> <p>explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p>	<p>improve the way they coordinate and control their bodies and a range of equipment</p> <p>remember, repeat and link combinations of skills</p>	<p>consolidate and improve the quality of their techniques and their ability to link movements</p> <p>develop the range and consistency of their skills in all games</p>
Selecting and applying skills, tactics and compositional ideas	as above	choose and use skills effectively for particular games	choose, use and vary simple tactics	<p>improve their ability to choose and use simple tactics and strategies</p> <p>keep, adapt and make rules for striking and fielding and net games</p>
Knowledge and understanding of fitness and health	as above	know that being active is good for them and fun	recognise and describe what their bodies feel like during different types of activity	<p>know and describe the short term effects of different exercise activities on the body</p> <p>know how to improve stamina</p> <p>begin to understand the importance of warming up</p>

Evaluating and improving performance	as above	watch, copy and describe what others are doing describe what they are doing	recognise good quality in performance use information to improve their work	recognise good performance and identify the parts of a performance that need Improving use what they have learned to improve their work
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Progression in PSHE/ British Values Skills

	EYFS	Year 1	Year 2	Year 3
<p>Relationships Pupils should be taught: how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.</p>	<p>to identify and describe basic feeling that effect then and others</p>	<p>children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities</p>	<p>children can demonstrate that they can manage some feelings in a positive and effective way they begin to share their views and opinions (for example talking about fairness) They can set themselves simple goals</p>	<p>children can demonstrate that they recognise their own worth and that of others they can express their views confidently and listen to and show respect for the views of others</p>
<p>Health and Wellbeing Pupils should be taught: what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and</p>	<p>Children can explain and perform simple tasks that keep them healthy and safe</p>	<p>children can explain ways of keeping clean and they can name the main parts of the body</p> <p>they can explain that people grow from young to old</p>	<p>children can make simple choices about some aspects of their health and well-being and know what keeps them healthy</p> <p>children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations</p>	<p>children can make choices about how to develop healthy Lifestyles</p>

<p>to recognise sources of help with this</p> <p>how to respond in an emergency</p> <p>to identify different influences on health and wellbeing</p>				
<p>Living in the Wider World. Pupils should be taught:</p> <p>about respect for self and others and the importance of responsible behaviours and actions</p> <p>about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>about different groups and communities</p> <p>to respect equality and to be a productive member of a diverse community</p> <p>about the importance of respecting and protecting the environment</p> <p>about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>how money plays an important part in people's lives</p> <p>a basic understanding of enterprise.</p>	<p>children can confidently discuss members of their own family</p>	<p>children can explain different ways that family and friends should care for one another</p>	<p>children can recognise that bullying is wrong and can list some ways to get help in dealing with it</p> <p>they can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates)</p> <p>they can identify and respect differences and similarities between people</p>	<p>children can explain how their actions have consequences for themselves and others</p> <p>they can describe the nature and consequences of bullying, and can express ways of responding to it</p> <p>they can show how they care for the environment (e.g. animals and school grounds)</p>

Progression in Art Skills

	EYFS	Year 1	Year 2	Year 3
Textiles	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Show awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Identify changes they might make or how their work could be developed further.</p>

3D Art	<p>Enjoy using a variety of malleable media such as clay, paper Mache, Salt dough. Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment in a variety of malleable media such as clay, paper Mache, Salt dough, modroc</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Shape, form, construct and model from observation and imagination.</p> <p>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed further</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p> <p>Continue to explore carving as a form of 3D art.</p> <p>Use language appropriate to skill and technique.</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge linked to artists</p>
Painting and Drawing	<p>Enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used. Mix</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to experiment in lightening and darkening</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p>

	<p>and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>	<p>without the use of black or white. Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Explore a range of great artists, architects and designers in history.</p>
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Progression in Design Technology Skills

	EYFS	Year 1	Year 2	Year 3
Developing, planning and communicating ideas	<p>Explain what they are making and which materials they are using.</p> <p>Select materials from a limited range that will meet a simple design criteria e.g. shiny.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>Explore ideas by rearranging materials.</p> <p>Describe simple models or drawings of ideas and intentions.</p> <p>Discuss their work as it progresses.</p>	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings.</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Start to understand whether products can be recycled or reused.</p> <p>Know to make drawings with labels when designing.</p> <p>When planning explain their choice of materials and components including function and aesthetics.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p>

				Start to measure, tape or pin, cut and join fabric with some accuracy.
Evaluating processes and products	Say what they like and do not like about items they have made and attempt to say why. Begin to talk about their designs as they develop and identify good and bad points. Start to talk about changes made during the making process. Discuss how closely their finished products meet their design criteria.	Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about Products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.	Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about Products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose Begin to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.
Food and Nutrition	Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables. Stir, spread, knead and shape a range of food and ingredients. Begin to work safely and hygienically. Start to think about the need for a variety of foods in a diet. Measure and weigh food items, non statutory measures e.g. spoons, cups.	Begin to understand that all food comes from plants or animals. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. Start to understand how to name and sort foods into the five groups in 'The Eat well plate' Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source.	Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate' Know that everyone should eat at least five portions of fruit and vegetables every day. Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Demonstrate how to use techniques such as cutting, peeling and grating.	Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Start to understand that a healthy diet is made up from a variety and balance of different

		Know how to use techniques such as cutting, peeling and grating.		food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.
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Progression in Computing Skills

	EYFS	Year1/2	Year 3/4
Multimedia	<p>Learning about technology starts from birth because it's the way the world works today. Technology is an integral part of all young children's environment and world. They are surrounded by technology just as they are surrounded by language, print and numbers. In the home, technology includes remote controls for television, DVDs and sound systems, toys that have buttons and buzzers, mobile phones, washing machines, microwave ovens and other machines that require programming, and of course, computers and mobile devices such as iPads. Outside the home, children are also immersed in the technological world: they see automatic doors, cash machines, bar code scanners, digital tills and weighing machines, and security cameras. Technology is something children are going to grow up with, learn about and master, and use as a tool to increase their understanding in all areas of learning.</p> <p>Many activities in the early years revolve around children developing an understanding of their environment. Settings encourage children to explore, observe, solve problems, predict, discuss and consider. ICT resources can provide tools for using these skills as well as being examined in their own right, with computers not the only resources. ICT equipment added to role-play reflects</p>	<p>Graphics Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work.</p> <p>Text Use spacebar, backspace, delete, arrow keys, return. Start to use two hands when typing. Word process short texts to present.</p> <p>Sound recording Record sound at and away from a computer. Use software to record SOUNdS. Change sounds recorded. Save, retrieve and edit sounds.</p> <p>Video Capture video. Discuss which videos to keep and which to delete. Arrange clips to create a short film. Add a title and credits.</p> <p>Presentation (2Connect) Choose a suitable subject and collect some information. Create a mindmap of this data. Link appropriate bubbles. Present the information to a group.</p>	<p>Graphics Acquire, store and combine images from cameras or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate and invert the image. Edit pictures using a range of tools in a graphics program.</p> <p>2Create a story Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing.</p> <p>Animation (I Can animate / 2animate) Plan what they would like to happen in their animation. Take a series of pictures to form an animation. Move items within their animation to create movement on playback, Edit and improve their animation.</p> <p>Video (imovie trailer) Capture video for a purpose. Choose which clips to keep and which to discard. Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects.</p> <p>Text Get quicker at typing with both hands. Use a variety of font sizes, styles and colours.</p>

	<p>the real world, builds on children's experiences and allows them opportunities to understand how, why, when and where different forms of technology are used in everyday life. Early experiences form a foundation upon which KSI and KS2 can build and the current early learning goals have specific objectives relating to ICT. By the end of the Foundation Stage most children will:</p> <p>Show an interest in ICT Know how to operate simple equipment Complete a simple program on the computer and / or perform simple functions on ICT equipment Find out about and identify the uses of everyday technology and use information and communication toys to support their learning.</p>		<p>Align text left, right and centre. Presentation (Powerpoint) Create a title slide and choose a style. Change the layout of a slide. Insert a picture/text/graph from the Internet or personal files. Decide upon and use effective transitions.</p>
Computers and devices		<p>Bee-bots Give commands including straight forwards / backwards / turn one at a time. Explore what happens when a sequence of instructions is given. Give a set of simple instructions to follow out a task. Give a set of instructions to form simple geometric shapes. Improve/change their sequence of commands. Use purple mash</p>	<p>Purple mash Navigate the Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite. Use conditional statements within the program to control the sprite (if...then..)</p>
E-safety		<p>Make decisions about whether or not statements found on the internet are true or not. Identify devices that can be used to search the Internet.</p>	<p>Question the 'validity' of what they see on the internet. Use a browser address bar not just search box and shortcuts. think before sending and comment on consequences of sending/posting.</p>

		<p>Identify what things count as personal information.</p> <p>Identify when inappropriate content is accessed and act appropriately.</p> <p>Recognise that a variety of devices can be used to connect a number of people.</p> <p>Consider other people's feelings on the Internet.</p>	<p>Recognise online behaviours that would be unfair.</p> <p>Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles)</p> <p>Make judgments in order to stay safe, whilst communicating with others online.</p> <p>Tell an adult if anything worries them online.</p> <p>Identify dangers when presented with scenarios, social networking profiles etc.</p> <p>Articulate examples of odd and bad behaviour online.</p>
Internet		<p>Internet research</p> <p>Talk about websites they have been on.</p> <p>Explore a website by clicking on the arrows, menus and hyperlinks.</p> <p>Emails</p> <p>Recognise an email address.</p> <p>Find the @ key on the keyboard.</p> <p>Contribute to a class email.</p> <p>Open and select to reply to an email as a class.</p>	<p>Blogging</p> <p>Navigate to view their class blog.</p> <p>Understand that it can be updated from a range of devices.</p> <p>Comment on their class blog.</p> <p>Internet research</p> <p>Type in a URL to find a website.</p> <p>Add websites to a favorites list.</p> <p>Use a search engine to find a range of media, e.g. images, texts</p> <p>Think of search terms to use linked with questions they wish to answer.</p> <p>Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.</p> <p>Emails</p> <p>Log into an email account, open, create and send an email.</p> <p>Attach files to an email.</p> <p>Download and save files from an email.</p> <p>Email more than one person and reply to all.</p>
Information, data and images		<p>Know that images give information.</p> <p>Say what a pictogram is showing them.</p>	<p>Choose information to put into a data table.</p>

		<p>Put data into a program. Sort objects and pictures into lists or simple tables. Make a simple Y/N tree diagram to sort information. Create and search a branching database.</p>	<p>Recognise which information is suitable for their topic. Design a questionnaire to collect information. sort and organize information to use in other ways. Create and search a branching database. create a database from information I have selected.</p>
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