Progression in Technology in our Lives
Foundation Stage and Key Stage 1

|	Foundation (EYFS expectation)	Year 1	Year 2
POS statements Sept 2014	• Recognise that a range of technology is used in places such as homes and schools • Select and use technology for particular purposes.	• Recognise common uses of information technology beyond school • Use technology purposefully to retrieve digital content from the school public drive and the Internet. • [KS2: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content]	
Children understand concepts	• I can tell you about technology that is used at home and in school. • I can operate simple equipment. • I can use a safe part of the Internet to play and learn.	• 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. • I can tell you why I use technology in my 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.
Teacher enables progress	• Talk about the different uses of technology in school and at home. • Plan learning walks to identify technology. • Model the choice of technology for different purposes. • Model use of resources on the Internet and on the local device including looking at work. • Provide image links for children to choose appropriate activities on the Internet.	• Provide opportunities to talk about the use of technology linked to different topics eg weather or local environment in Geography. • Provide opportunities to talk about the different uses of technology at home. • Model the use of technology for different purposes in the classroom, including resources such as email and videomessaging (Skype, Facetime) and talk about similarities with uses of technology at home and in the local community. • Model the use of the Internet and provide links to appropriate websites to retrieve information, talking about who it belongs to. • Model the selection of appropriate information for a purpose such as books, Internet, and DVD; and the use of images, text, video, graphs, and tables from these sources. • Talk about the use of files on the school public drive and resources on the Internet. • Talk about why you choose to use the Internet for different purposes. • [Model: 'Does it seem to be true?']	

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Children build skills	• Help adults operate equipment around the school. • Independently operate simple equipment. • See their own work online e.g. on the school website.	• Identify uses of technology in the classroom, at home and in the local area. • Talk about using the Internet and using resources on the local device. • Explore simple information sources including age appropriate websites.	• Identify the purposes for using technology in the classroom, at home and in the world around. • Find information from a technology based resource such as the Internet, DVD or files on the public drive and talk about the differences and who the information belongs to. • [Talk about whether information is true or not]
Suggested activities for children to develop process	Play with pretend technology in role play area such the School Office, Home, Vets etc.	Label uses of technology around the classroom and around the school.	Choose to use technology to support learning at school and at home.
	Talk about choosing technology based activities such as those on the ICT in EYFS.	Visit a local shopping area, taking photographs of different uses of technology.	Investigate uses of technology linked to a topic such as the technology to monitor weather.
	Use a camera or recording device to capture special moments.	Bring pictures of uses of technology at home, or save them in an on-line learning space	Use Infant Encyclopaedia to independently find information to support learning and talk about how this can also be used at home. Choose from weblinks provided by an adult to find information.
		Consider different uses of technology. Talk about what a computer does. Talk about what other devices can be used for.	
	Listen to music, poems and stories on a device.	Open resources stored on the school public drive to investigate a topic.	
	Use photocopier, microwave, telephone or other devices with an adult.	Explore Infant Encyclopaedia finding the different icons and talk about their purpose.	Look at Family Learning or Early Learning HQ websites to talk about the content on webpages including advertising and social network links.
	Choose a website for an activity from those provided by an adult.	Follow weblinks provided by an adult to find information about topics. [Talk about the reliability of information]	[Investigate the Tomato Spider and consider the accuracy of the information.]
	Talk about the pictures on the school website and who they belong to.	Watch an adult find images to use to help learning about a topic. Talk about who they belong to and how we can show that we are using something that somebody has 'made'.	Have a look at a site offering free clipart eg http://www.phillipmartin.info/clipart/homepage.htm. . Who does this belong to? How do you know? Are we allowed to use it? Scroll to the bottom of the page to have a look at terms and conditions.
	Use Skype, blogs or the school website to share learning experiences with others: • **Skype** is a tool used at home and in school to communicate with others. Sign up for Skype Education. You can begin by communicating with another class in your school and then explore Skype visits to other schools or places of interest linked to current topics. Link to e-Safety learning. • Use a **class blog** or the **class page of your school website** for children to be part of sharing their learning with others. This can be whole class or group experiences where the children make decisions about what could be shared online. Talk with the children about who they show the blog or website to at home. Link to e-Safety learning.		