	Create, Manage and Manipulate Digital Content- Text and images	Sound	Data handling	Digital research	Digital literacy	Computer science Programming	Simulation and modelling
3 &4 Year olds	• Explore the environment using multimedia equipment such as tablets, visualisers, microscopes. • With help play back recordings. • Use simple apps and drawing programmes to create pictures.	• Explore a range of different forms of electronic communication (e. g. mobile phones, hand-held devices, walkie-talkies, etc). • Explore a range of electronic music and sound devices and software. • Speak into and record using simple devices such as talking tins, talking pegs	• Collect information by collecting objects. • Sort objects simply, colour, Size.	• Explore teacher selected website to find information about a topic, person, animal. • Watch videos and information on the interactive whiteboard. • *Discuss with adults how to stay safe when using ICT equipment.* • *Work alongside parents to promote online safety messages.*	• Adults will support children as they explore digital apparatus and use simple programmes /apps to create pictures. • Change colours, size of pen, texture • With support use multi media equipment to capture images.	*Children live in a programmed world and they experience it every day.* • Automatic doors at the supermarket. • Hand driers in public toilets. • price scanners at the super market. • automatic lights in the school toilets. *Children explore the uses of control technology through continuous provision or enhancements to provision such as beebot, metal detectors, remote control car/dog*	• With an adult, use the interactive whiteboard to watch simulations, to help understand concepts such as plants growing
Reception	• Understand how to give simple instructions to a digital device. • Understand that the device will store the instruction unless you delete it.	• Use of different forms of electronic communication (e. talking tins, talking pegs, recordable magnifiers, etc). • Explore a range of electronic music and sound devices	• Collect information, (e.g. by taking photographs or collecting objects). • Sort, classify or group various objects	• Use a shortcut such as an icon on the desktop to navigate to a specific website. • Explore a teacher-selected website to find a page, using hyperlinks	• Use simple tools/apps (e.g. to make effects or use brushes to add or change colour or etc.) on a paint program/app or interactive screen to communicate.	• Give simple commands to a digital device (Beebot) • Plan a series of simple instructions for Beebot to use on a Beebot map. • Make predictions of	• Explore simulations of real and virtual environment s e.g. BBC science clips, virtual plants and pets.

	and software • Use equipment to make a simple video. • Record sounds and speech using a microphone and computer or a recording device (e.g. talking tins, recording pens, talking postcards). • Use buttons to play back sounds on a computer and a sound player. • Choose pre-recorded sounds within a piece of software. Experiment with pitch and sound using simple programmes	progressing from practical activities to the use of IT, (e.g. practically sorting fruit into colours, or types, and then on-screen). • Use IT to sort and sequence objects on a screen or interactive whiteboard. • Produce simple charts (pictograms, bar charts).	and navigation buttons. • Discuss with adults how to stay safe when using ICT equipment. • Work alongside parents to promote online safety messages •	• Explore changing text size, style and colour (with appropriate simple software). • Use multimedia equipment including digital cameras, tablets, video cameras, microscopes, webcams and visualisers to capture still and moving images. • Use control buttons to play back captured still or moving images, becoming familiar with the control buttons, (e.g. using play,	how far Beebot will travel.	
Knowledge and Understanding	• Be aware that text comes in different colours, sizes and styles. • Know that there are various ways of capturing still and moving images. • Use multimedia equipment including digital cameras, tablets, video cameras, microscopes, webcams and	• Understand that most devices have stop, record and playback functions. • Be aware that sound can be recorded and stored on the computer as a sound file. • Know IT Software and equipment can	• Know that information can be sorted both practically and by using a Computer. • Understand how a computer/tablet allows: • changes to be made easily. • changes to be saved.	• Know that IT sources, (e.g. Espresso, and the World Wide Web). (SWIGGLE: www.swiggle.org.uk) Can be used to find things out. • Know that information can be in different forms, (e.g. video, pictures, sound and text. • Understand that their password belongs to them. • Recognise the impact of good choices and consequences of wrong ones. • Understand that they need an adult with them when using the Internet. • Recognise who they can ask for help and know when they need help. • Understand that they need to share	• Understand how to give simple instructions to a digital device. • Understand that the device will store the instruction unless you delete it.	• Understand that computer simulations can represent real and virtual environments

	visualisers to capture still and moving images. • Use control buttons to play back captured still or moving images, becoming familiar with the control buttons, (e.g. using play, stop and pause).	be used to select, control and change sounds.	• information to be revisited at another time and changes made.	equipment and take turns.		