

	Foundation Stage	Year 1	Year 2	Year 3
POS statement s Sept 2014	<ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as homes and schools <input type="checkbox"/> Select and use technology for particular purposes. 	<ul style="list-style-type: none"> • Recognise common uses of information technology beyond school <input type="checkbox"/> Use technology purposefully to retrieve digital content from the school public drive and the Internet. 		<p>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Children understand concepts	<p>I can tell you about technology that is used at home and in school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can operate simple equipment. <input type="checkbox"/> I can use a safe part of the Internet to play and learn. 	<ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. <input type="checkbox"/> I can recognise ways that technology is used in my home and community. <input type="checkbox"/> I can use links to websites to find information <input type="checkbox"/> I can begin to identify some of the benefits of using technology. 	<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. <input type="checkbox"/> I can tell you why I use technology in my home and community. <input type="checkbox"/> I am starting to understand that other people have created the information I use. <input type="checkbox"/> I can identify benefits of using technology including finding information, creating and communicating. <input type="checkbox"/> I can talk about the differences between the Internet and things in the physical world. 	<ul style="list-style-type: none"> • I can save and retrieve work on the Internet, the school network or my own device. <input type="checkbox"/> I can talk about the parts of a computer. <input type="checkbox"/> I can tell you ways to communicate with others online. <input type="checkbox"/> I can describe the World Wide Web as the part of the Internet that contains websites. <input type="checkbox"/> I can use search tools to find and use an appropriate website. <input type="checkbox"/> I think about whether I can use images that I find online in my own work.

<p>Teachers enable progress</p>	<p>Talk about the different uses of technology in school and at home.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan learning walks to identify technology . <input type="checkbox"/> Model the choice of technology for different purposes. <input type="checkbox"/> Model use of resources on the Internet and on the local device including looking at work. <input type="checkbox"/> Provide image links for children to choose appropriate activities on the Internet. 	<ul style="list-style-type: none"> • Provide opportunities to talk about the use of technology linked to different topics eg weather or local environment in Geography. <input type="checkbox"/> Provide opportunities to talk about the different uses of technology at home. <input type="checkbox"/> Model the use of technology for different purposes in the classroom, including resources such as email and video messaging (Skype, Facetime) and talk about similarities with uses of technology at home and in the local community. <input type="checkbox"/> Model the use of the Internet and provide links to appropriate websites to retrieve information, talking about who it belongs to. <input type="checkbox"/> 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. <input type="checkbox"/> Talk about the use of files on the school public drive and resources on the Internet. <input type="checkbox"/> Talk about why you choose to use the Internet for different purposes. <input type="checkbox"/> [Model: 'Does it seem to be true?'] 		<ul style="list-style-type: none"> • Model accessing different parts of a device, the school network and online to store information. <input type="checkbox"/> Model different ways of using technology to communicate with others and the responsibilities of users. <input type="checkbox"/> Provide opportunities to use appropriate resources to collaborate online and talk about responsible use. <input type="checkbox"/> Model the use of search engines to research information for topics and video-messaging (Skype, Facetime) to communicate with others. <input type="checkbox"/> Talk about how the World Wide Web is the part of the Internet that contains web pages <input type="checkbox"/> Talk about the reliability of information and who it belongs to. <input type="checkbox"/> Model skimming and scanning reading skills to identify appropriate and useful sources of information.

Children build skills	<input type="checkbox"/> Help adults operate equipment around the school. <input type="checkbox"/> Independently operate simple equipment. <input type="checkbox"/> 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. <input type="checkbox"/> Talk about using the Internet and using resources on the local device. <input type="checkbox"/> Explore simple information sources including age appropriate websites.	<input type="checkbox"/> Identify the purposes for using technology in the classroom, at home and in the world around. <input type="checkbox"/> 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. <input type="checkbox"/> [Talk about whether information is true or not]	<ul style="list-style-type: none"> • Save work on the school network, on the Internet and on individual devices <input type="checkbox"/> Talk about the parts of a computer. <input type="checkbox"/> Use appropriate tools to collaborate on-line. <input type="checkbox"/> Use appropriate tools to communicate on-line. <input type="checkbox"/> Use simple search tools and find appropriate websites. <input type="checkbox"/> Talk about the owner of information online.
Suggested activities for children to develop process	Play with pretend technology in role play area such as the School Office, Home, Vets etc. Talk about choosing technology based activities such as those on the ICT in EYFS.	Label uses of technology around the classroom and around the school Visit a local shopping area, taking photographs of different uses of technology. Bring pictures of uses of technology at home, or save them in an on-line learning space Consider different uses of technology. Talk about what a computer does. Talk about what other devices can be used for. Open resources stored on the school public drive to	Choose to use technology to support learning at school and at home. Investigate uses of technology linked to a topic such as the technology to monitor weather. Use Infant Encyclopaedia to independently find information to support learning and talk about how this can also be used at home. http://www.parkfieldict.co.uk/infant/ Choose from weblinks provided by an adult to find information. Look at Family Learning or Early Learning HQ websites to talk about the content on webpages including advertising and social network links.	Look at the insides of an old computer and discover the parts that will allow you to connect to the Internet. Create a diagram of the school infrastructure showing the link to the Internet. Talk through the first part of What is the Internet flash file to establish that the WWW is the part of the Internet that contains websites. http://www.primaryresources.co.uk/online/internet.swf Watch the first minute of 'What is the Internet?' video to see the way computers link together over the Internet and to discuss what it is. Create a non-fiction electronic book based on a topic, using hyperlinks to different pages. Talk about this as

<p>Use a camera or recording device to capture special moments.</p> <p>Listen to music, poems and stories on a device.</p> <p>Use photocopier, microwave, telephone or other devices with an adult.</p> <p>Choose a website for an activity from those provided by an adult.</p> <p>Talk about the pictures on the school website and who they belong to.</p>	<p>investigate a topic.</p> <p>Explore Infant Encyclopaedia finding the different icons and talk about their purpose. http://www.parkfieldict.co.uk/infant/</p> <p>Follow weblinks provided by an adult to find information about topics. [Talk about the reliability of information]</p> <p>Watch an adult search for 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'.</p>	<p>http://www.familylearning.org.uk/phonics_games.html</p> <p>Investigate the Tomato Spider and consider the accuracy of the information.]</p> <p>http://webfronter.com/rbkc/tomatospider/</p> <p>Have a look at a site offering free clipart eg http://www.phillipmartin.info/clipart/homepage.htm.</p> <p>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.</p>	<p>being how a website is created.</p> <p>Use a blog responsibly to communicate with others.</p> <p>Use http://primarywall.com/ to share ideas and http://primarypad.com/ to collaborate on a shared document.</p> <p>Use different Search Engines to look for information on your topic. Which provides the most useful results for you?</p> <p>Watch Chapter 2 of Captain Kara and the SmartCrew. How can you check the reliability of information?</p> <p>Visit the Tree Octopus website. Evaluate the information presented. How can you check the reliability of the website? http://zapatopi.net/treeoctopus/</p> <p>View work created by others on the public drive and on the Internet. For example, talk about poems written by other children. http://poetryzone.woodshed.co.uk/index2.htm</p> <p>Consider who they belong to and ways in which you show respect for others people's ideas.</p>
<p>Use Skype or the school website to share learning experiences with others:</p>			