



Reception -Foundational Knowledge & Skills Progression

Mereside CE Primary Academy

Spiralled learning, often referred to as a "spiral curriculum," is the educational concept of revisiting fundamental topics throughout a student's learning journey, with increasing complexity and depth each time. It is based on the philosophy that learners build upon prior knowledge rather than learning in a linear, one-time fashion.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Link to Year 1
Personal Social Emotional Education								
Self-Regulation	I can use the words happy, sad, angry, wobbly to talk about feelings	I can use the words happy, sad, angry, wobbly to talk about how I am feeling	I can identify how others are feeling	I can understand how I can impact on the feelings of others	I can talk about ways to manage my feelings	I can manage my own feelings	• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	I can make choices	I can choose what I need to work towards a goal	I can talk about the things I am good at and the things I'd like to get better at	I can identify what might help me achieve my goal	I can wait for a short time	I can control my own choices		
	I can look at the person who is speaking to me	I can focus my attention on my teacher for short periods in whole class learning		I can follow two-step instructions	I can focus my attention for longer periods in whole class learning	I can follow multi-step instructions		
		I can follow simple instructions						
Managing Self	I will have a go at new activities when encouraged	I choose to have a go at new activities	I can have a go at new activities independently	I can persevere when something isn't easy	I can ask for help to solve problems	I can solve problems independently	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	I know that we have rules to keep us safe and happy	I can talk about our rules and routines and follow them most of the time	I can talk about the rules we have around the school and on trips	I can talk about the reasons behind the rules we have	I can talk about expected behaviour, how myself and others should behave	I behave according to the rules we have		
	I can separate from parents/carers with support	I can separate from parents/carers independently	I can talk about healthy food choices and why they are important	I can talk about the things that keep me healthy; good diet, good oral health, good hygiene, good sleep and exercise	I understand how to protect myself in the sun	I make good choices to keep myself safe and healthy		
	I can toilet and wash my hands independently	I can manage my coat and Forest School clothes independently	I can keep myself safe when eating					

Building Relationships	I can play alongside others	I am interested in others	I can talk about being kind and unkind	I can be a good friend to others	I am aware of the needs of others and can listen to their ideas	I can work well with others; sharing, taking turns, compromising, remembering to regulate my own behaviour	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	
	I will go to an adult when I need help	I demonstrate friendly behaviour when playing alongside others I can communicate my needs to familiar adults	I can talk about how to be a good friend I can use words to communicate my needs	I can play with others I know what to do if there is a conflict I have a positive relationship with my familiar adults I can communicate with other adults in the setting	I can help others	I try to solve conflict independently I can ask to join other's play or invite them to join mine I can communicate with adults around the school		

Communication and Language								
Listening Attention and Understanding	I know why listening is important I know what good listeners do; *stay still *look at the speaker *think about what they have heard I can listen to an adult 1:1 I respond to signals such as the tambourine or whistle	I can focus my attention and listen, 1:1 and in small groups I can focus my attention and listen to my teacher for short periods in whole class learning I can listen to a whole class story, songs and rhymes I can follow simple instructions	I can listen and contribute appropriately in group work I can follow a story without pictures or props I can turn take in partner talk I understand the roles of the listener and the speaker in partner talk	I can listen for longer periods in whole class learning I can follow two-step instructions I can use partner talk to share ideas I can respond appropriately to simple questions I can wait and listen when someone else is talking	I can listen for longer periods and contribute in whole class learning I can respond to 'Cold Calling' questioning I can respond appropriately to what I have heard in conversation	I can follow multi-step instructions I can focus my attention and listen for the expected time in whole class learning I can contribute appropriately in whole class learning I can ask appropriate questions linked to the context I can engage in two-way conversation; listening and responding in multiple turns	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
	I can use words to communicate my needs and wants I can use social phrases such as thank you, goodbye, see you tomorrow I can share my repertoire of familiar songs, rhymes and stories	I can use my words to explain how I am feeling I can use words to communicate ideas with trusted people I can participate in 1:1 and small group conversations I can speak in short sentences of 4-6 words that can be understood by others	I can share my ideas in partner talk I can contribute appropriately in small group work I can orally rehearse sentences I can use speech to express myself I can use my voice in different ways to create effect	I use talk to narrate when I am playing with others I can use recently learned vocabulary in my conversations with others I can retell a simple story/ event clearly and orally compose my own stories I can confidently share my extended repertoire of songs, rhymes and stories	I can contribute to conversation in whole class learning, 'think first, get idea ready, put hand up' I can explain why things happen or why they might happen I can use the correct tense when I am talking I can use and, but and so to extend my sentences	I can use talk socially to solve problems, work with others, form friendships and resolve conflict I can participate in two way conversation with multiple turns using full sentences I can use talk to clarify thinking, ideas, feelings and events I can use new vocabulary to add detail to my sentences	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	

Physical Development								
Gross Motor Skills	I can put my coat on and take it off I can balance a tray with a plate and bowl on it I can sit down on the floor and get back up unaided I know how to sit safely on a chair I can lift, climb and balance safely I can move my body to simple action songs (Wake Up Shake Up)	I can get changed for Forest School I can sit safely and effectively on a chair I can walk in a line of children I can talk about the rules that keep us safe in school I can move safely around the setting including Forest School I can explore different ways to travel using equipment	I can move my body to action songs (Wake Up Shake Up) I can work with others to manage large items I can use a range of large equipment effectively, e.g. spade, rake, hose, wheel barrow	I can identify risks in the environment I understand the effect of weather on safety and adjust my actions accordingly I can use strength, balance and co-ordination in my play I can talk about the importance of exercise for good health	I can move my body to create simple dances to music I can warm up to prepare my body for exercise I can identify the effects of exercise on my body I can demonstrate strength and speed to others (Sports Day)	I can manage risk and help to solve problems I can play games with rules I can throw and catch a ball I can control a ball with my foot I can move my body in different ways I can modify my movements by adjusting height, speed and direction	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Fine Motor Skills	I can show preference for a dominant hand I can make controlled marks with a pencil I can make snips using scissors I can use cutlery effectively	I can hold a pencil with a tripod grip when supported I can use a pencil effectively to make controlled marks including pictures, letters and numerals I can hold scissors correctly I can cut along a straight line with scissors I can mark make with a range of small tools I can fasten my coat	I can use cutlery correctly I can manage fastening on dressing up clothes, aprons, water overalls etc independently	I can hold a pencil with a tripod grip I can write with legible letters and numerals I can use one-handed tools effectively	I can cut along curved lines with scissors	I have a tripod grip that is effective and allows fluency I can write correctly formed letters and numerals I can show accuracy and care when drawing I can cut with accuracy	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing	

Literacy-Read Write Inc								
Comprehension	I can talk about the stories I know I can listen to a story, songs and rhymes 1:1 or in a small group I can join in with rhymes and refrains I can hold a book correctly I know print has meaning I can turn pages one at a time from front to back	I can listen to a whole class story, songs and rhymes I can talk about a story that is read to/with me I know what characters and setting means I can order some events from a simple story I can tell a story using pictures in a book I am beginning to identify rhyme	I can recall the order of story events with support I can talk about what happened at the beginning, the middle and the end of stories I can act out stories that I know I know that there are different types of books; fiction, none fiction and poetry	I can talk about characters, settings and events I can orally retell stories in my own words I can create my own stories based upon stories and experiences I know I can differentiate between fiction and non-fiction texts I can identify rhyme	I can orally retell a story using some vocabulary from the text I can use recently introduced vocabulary from texts in my own conversations	I can talk about what has happened so far in a story and predict what might happen next I can talk about what I have learnt from a non-fiction book I can talk about rhyme, rhythm and alliteration	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
	I can match sounds to letters (single letters) I can orally blend VC and CVC words I am beginning to Fred talk CVC words I can recognise my name written down	I can match sounds to letters (consonant special friends) I can Fred talk and read CVC words I know red words cannot be blended I can blend words with special friends (consonant special friends) I can begin to read simple captions with support I can read some red words	I can use Fred in my head to blend words I can blend some words with special friends I know that sentences have punctuation	I can blend some words with special friends fluently I can identify a number of red words I can read captions independently I can read simple sentences with support I can identify punctuation in a sentence	I can blend words with adjacent consonants I can identify punctuation in a sentence	I can read sentences independently I can use strategies for reading poly-syllabic words I can begin to identify alternative phonemes	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	

Writing	I can match letters to sounds (single letters) I can identify initial sounds I can write my name/letters from my name I can form some 'down' letters correctly I can sit in a good writing position I know that writing carries meaning and goes from left to right	I can match letters to sounds (special friends) I can represent sounds with legible letters I can identify other sounds within a CVC word I can use Fred fingers to orally segment words I am beginning to segment CVC words I can form 'down' letters correctly	I can write CVC words I can begin to write simple captions with support I can form 'down' letters correctly I know that sentences have punctuation	I can write captions I can orally rehearse dictated sentences I can write simple, dictated sentences with support I can spell some red words I can form 'around' letters correctly	I can put spacing between my words I can form 'zig zag' letters correctly I can orally rehearse sentences I can compose simple sentences	I can independently write simple sentences that can be read by others I can begin to identify alternative graphemes I am beginning to use some punctuation I can write correctly formed letters	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	

Mathematics					
Problem-solving in the EYFS involves encouraging children to use skills in all areas of Maths, in their play and in daily routines.					
Finding All Possibilities	Logic	Patterns and Rules	Word Problems	Visualisation Problems	
					

Mathematics-Mastering Number NCETM							
Number	I can use number names in my talk, in number rhymes, in stories and in play I can begin to subitise within 3 I can see sub-groups in bigger numbers I can count objects with 1:1 correspondence I know the last number in the count is the total number I can represent numbers up to 5 using concrete resources I can identify numerals as representing numbers I can recognise numerals in the environment	I have a deep understanding of numbers 1-3 I can talk about the composition of numbers to 3 I can accurately count objects, actions and sounds up to 5 with 1:1 correspondence I can subitise up to 3 objects (perceptual) I can represent numbers up to 5 using concrete resources, fingers and marks I can identify numerals 1-5 I can match numbers to numerals up to 5	I can talk about the composition of numbers to 3 using part and whole I can accurately count objects, actions and sounds beyond 5 with 1:1 correspondence I can represent numbers beyond 5 using concrete resources, fingers and marks I can identify numerals 1-10 I can order numbers to 10 I can use ordinal language I can match numbers to numerals up to 10	I have a deep understanding of numbers 1-5 I can talk about the composition of numbers to 5 using part and whole I can subitise within 3 objects (perceptual & conceptual)	I can talk about the composition of numbers 1-10 using part and whole I can recall number bonds to 5 I can talk about doubling I can accurately count objects, actions and sounds numbers to 10 with 1:1 correspondence I know when to subitise and when to count	I have a deep understanding of numbers 1-10 I can talk about the composition of numbers to 10 using part and whole I can accurately count objects, actions and sounds numbers to 10 with 1:1 correspondence I can subitise within 5 objects (perceptual & conceptual) I can recall number bonds to 5 and beyond I can recall some double number facts	• Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns	I can recite numbers in order to 5 I can compare sets 'just by looking' I can compare numbers using non-standard mathematical language; bigger, smaller, same I can copy patterns	I can recite numbers in order to 10 I can compare sets using a variety of strategies, including 'just by looking', by subitising and by matching I can compare numbers quantities using the words more, fewer and same I know that numbers get bigger when you add I know that numbers get smaller when you take some away	I can add one more to a number I can find one fewer than a number I can share numbers I can identify when numbers are equal I can explore ways of making unequal sets equal I can identify patterns; The pattern is... I can use the words odd and even to talk about numbers	I can recite numbers teens numbers in order I can compare numbers 1-5 using the words more, fewer and same I can add two numbers by counting all I can take numbers away using partitioning I can share numbers into equal parts I can explore the composition of odd and even numbers, looking at the 'shape' of these numbers I can see symmetrical patterns, in which each side is the same, linking this to 'doubles'	I can recite numbers to 20 in order I can talk about patterns in the teens numbers I know that calculations can be represented as number sentences I can copy and continue patterns I can begin to link even numbers to doubles	I can recite numbers beyond 20 I can talk about the counting patterns in the number system I can compare quantities up to 10 using the words more, fewer and equal I can add two numbers by counting on I can take numbers away using reduction I can identify some odd and even numbers I can recall some double number facts	- Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	
Shape Space and Measure	I can use some non-standard mathematical language to talk about shape; pointy, round, curved I can name 2d shapes; circle, square, triangle and rectangle I can sort 2d shapes according to type I can use positional language	I can talk about the properties of 2d shapes using mathematical vocabulary I can use a range of vocabulary to talk about size I can compare the size of objects I can use a range of vocabulary to talk about length I can compare the length of objects I can use vocabulary related to money in a role play context	I can share a 2d shape into equal parts I can order familiar events I can order events according to duration I can measure time in simple ways I can use vocabulary related to time	I can use a range of vocabulary to talk about mass I can compare the mass of objects I can name 3 d shapes; cube, cuboid, cylinder, sphere, cone I can sort 3d shapes according to type	I can use a range of vocabulary to talk about height I can compare the height of objects I can talk about the 2d shapes I can see on 3d shapes I can talk about the properties of 2d shapes using mathematical vocabulary	I can use a range of vocabulary to talk about capacity I can compare the capacity of objects I can talk about how the properties of 3d shape affect their use. Can we build with it? Can we roll it?	No ELG	

Understanding the World							
Past and Present	I can name people in my family and talk about them I can talk about change; transition, environment, stories I can name and talk about other children in our class I can name and talk about some familiar adults in our setting	I can talk about my own life story I can talk about how I have changed using vocabulary then and now I can use language related to time; then, now, first, before... I can order events in stories I can talk about why we wear a poppy on Remembrance Day	I can talk about the jobs people do (Careers Week) I can talk about objects, pictures, videos of the past and how they have changed	I can talk about what it was like to be a child when my parents were children I can make comparisons between my parents' childhood and my own I can talk about the people whose job it is keep us and animals safe and healthy I can talk about how houses have changed over time	I can talk about how trains have changed over time I can talk about how schools have changed over time	I can talk about what it was like to be a child when my Grandparents were children I can make comparisons between my Grandparents' childhood and my own I can talk about how change makes me feel (transition) I can name the adults I will meet in year 1	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

People Culture and Communities	I can talk about/draw my familiar places I can describe our classroom and the areas around it I can talk about the journeys that I have been on I can talk about my friends and the ways in which we are similar and different I can be accepting and celebrate people's differences	I can see an aerial view of our school on Google Earth and use it to describe the area I can talk about the journey to Forest School I can draw simple maps of the route to Forest School I can describe Forest School and compare it to the school buildings I can talk about special places for characters in the stories we read I can talk about similarities and difference between the things I celebrate and the celebrations of others; birthdays, Christmas, Diwali,	I can name our school and the road it is on I can tell you the name of the town I live in I can talk about what a town is I can compare where I live to characters in the stories we read I can begin to talk about the differences and similarities between my life and characters in the stories we read I can talk about how land and sea are represented on maps and globes	I can use maps and photos to help me talk about the place I live in I can identify the River Severn on a map and see how it loops around our town I can draw a map of the river loop and draw familiar places around it I can talk about journeys I have made to places outside Shrewsbury I can talk about the things I saw on our journey to Home farm and describe the environment I can talk about similarities and difference between the things I celebrate and the celebrations of others; Easter, Chinese New Year, Eid	I can tell you the name of the country I live in I can talk about what a country is I can identify Shrewsbury in the river loop on a map of England I can talk about what I can see on a map of England; land, sea, mountains, rivers, settlements... I can talk about other places I know in England	I can talk about what I can see on a globe I can compare England to another country on a map and talk about similarities and differences I can talk about how we travel to far away places I can talk about the differences and similarities between my life and characters in the stories we read	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	

The Natural World	I can talk about the natural environment around our school I can compare this environment to my home I can identify plants growing in our outdoor area I can talk about why we harvest plants I can talk about decay in plants I can talk about the seasonal changes we see in Autumn	I can identify seeds and bulbs I can describe the environment at Forest School I can describe weather changes and their effect on us I can talk about melting and freezing	I can identify the stages in the life cycle of an animal I know that humans are animals I know what humans need to be healthy I can identify the different parts of a human body I can talk about how and where foods are grown I can describe changes to food when they are cooked I can talk about the seasonal changes we see in Spring	I can sequence the stages in the life cycle of an animal I can sort animals into different groups I can compare different animals I can identify the different parts of an animal I can draw and label animals I can talk about what animals need	I can sequence the stages in the life cycle of a plant I can know what plants need and can care for them I can observe changes in the plants I grow I can talk about the seasonal changes we see in Summer I can talk about the forces I see in action around me; magnets, friction	I can compare the life cycles of plants and animals I can identify the different parts of a plant I can draw and label plants I can compare the plants we see to plants in other countries I can explain what a shadow is and observe their changes I can talk about floating and sinking	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

Expressive Art and Design								
Creating with Materials	I can use art equipment safely and appropriately I can mark make with a range of tools I can draw lines and shapes to represent objects I can manipulate malleable materials to make shapes	I can select the right tools for a task I can mix paint colour to create new ones I can join materials I can use scissors to cut I can use a range of printing techniques I can tell others about my creations I use props and materials in my role play	I can join materials in different ways I create 'make its' with purpose in mind I know what a portrait is I can talk about the portrait artist X and their work	I can experiment with tools, e.g. paint brushes, joining materials, to find the most appropriate I can use a range of one-handed tools appropriately I can draw detailed pictures of animals I can create self-portraits and portraits I can colour mix with purpose I can use a range of painting techniques I can talk about the process involved in my creations I can make props and costumes for my play	I can draw a plan of my design I can talk about the nature artist Andy Goldsworthy and their work I can use natural objects to create transitional art	I can draw detailed observational pictures of plants I can use a range of drawing techniques I can problem solve with my 'make its' I can review what I liked about a project and what I might do differently	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	
	I can narrate my play with small world toys and role play using my own experiences I can create stories with a friend I can join in with singing familiar songs and rhymes I can participate in simple call and repeat songs	I can join in with new songs and rhymes that we have learnt I can join in with simple choreographed dances I can sing a wide range of nursery rhymes I can make a sound on a percussion instrument I can talk about similarities and differences in the music we listen to	I can create small world/ role play with a group of friends using props and costumes I can participate in more complex call and repeat songs I can copy a beat/rhythm with clapping	I can recreate familiar stories in my role play with others I can join in with more complex choreographed dances I can perform poetry for an audience (poetry week) I can make controlled sounds on a percussion instrument I can keep a steady beat on a percussion instrument	I can join in with simple choreographed dances I can talk about the music we listen to, my likes and dislikes I can name some pitched and un-pitched instruments I can explain how singing and music can be adapted by changed tempo, pitch, rhythm	I can create and perform dances, songs, music, poetry and stories for an audience I can move my body in time with music I can talk about music from the past and other places around the world I can make controlled sounds on a pitched instrument	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	

Religious Education Lichfield Diocese religious education guidance								
	Why is the word God so Important to Christians?	Why do Christians perform nativity plays at Christmas?	Why are some stories Special?	Why do Christians put a Cross in the Easter Garden?	What happens in a Church?	What makes a person Special, Unique and Important?	No ELG	
	I can name the people who are important to me I know that God is important to Christians I know that Christians believe that God created the universe I can talk about events from the Creation story I can talk about how Harvest is a time when we say thank you to God	I know that Christians believe that God gave his only son Jesus to the world I can make links between Jesus the baby and Jesus the man I can talk about events in the nativity story I know that the nativity story is the story of Jesus' birth I can talk about the traditions we enjoy at Christmas I can talk about how Christians celebrate Christmas in church	I can talk about the stories that are special to me I can explain that the bible is a special book for Christians I know that the bible has stories about God and Jesus in it I know that these stories can be used to teach people I can explain how Jesus used stories called parables to teach people I can talk about how other faiths also have stories that have important meaning	I know that Easter is a festival that lasts for longer than one day I can talk about events in the Easter story I can explain why the cross is an important symbol for Christians I can talk about the feelings we have when we read this story I can make links between the Easter story and new life at spring time	I can explain what happens in worship I can talk about the different places that worship can take place I can explain that a church is a special place where Christians go to worship God and Jesus I can name our local church, St Giles I can describe what it's like inside a church I can talk about events that happen in a church I know that prayer is an important part of worship I can talk about the places where other faiths go to worship	I can talk about what special, unique and import means I can talk about the things that are special, unique and important to me I know that Christians believe that God created each of us to be unique I can talk about how Christians and people of other faiths help each other because we are all important I can retell stories from the bible that teach us about being special, unique and important I know Christians believe that Jesus was a special person		

Computing –Teach Computing NCCE/Barefoot Computing

Online Safety 								
	I can name devices that can be used to go online	I know that I only go online with a trusted adult	I can tell you who my trusted adults are	I can talk about the ways the internet can be used to communicate with others	I can say no to someone who upsets me online or offline	I can speak to an adult if someone upsets me online or offline	I can talk about ways information about me could get put online	I can talk about the rules that will keep me safe online
	Technology all around us I can talk about the ways technology can help us I can identify devices in the classroom I can name devices we have at home and in the world around us I can switch a device off and on I know that sometimes the user has to log in I can name the main parts of a computer/laptop	Technology can be used to create images I can use my finger, a smartboard pen or a mouse to make marks on a screen I can create different lines, shapes and effects I can change the colour and size I can save my images with support I can delete my images	How to create digital text I can use my finger, a smartboard pen, a mouse or a keyboard to create text on a screen I can identify parts on a keyboard I know that colour, style and size of text can be changed I can save my writing with support I can delete my text	How to collect, group and label data I can describe objects by labelling them I can match objects to groups I can group similar objects I can label groups of objects I can count objects in groups	Moving a robot I can explain that a robot is a device that can be controlled I know what a command is and that it's used to control I can give commands using positional language I can use buttons to control a robot I can predict the outcome of a demand I can match a command to an outcome	Introducing animation I can explain that a sprite is an image on a computer screen that can be controlled using commands I can explain the difference between a robot and a sprite I can use tools and buttons to control a sprite I can predict the outcome of a demand I can match a command to an outcome	No ELG	