**A close up of a clock

Description automatically generatedCOMPUTING**

***This document shows how our Computing curriculum develops from Nursery to Year 2.***

***Intent: EYFS***

***In the Early Years Foundation Stage (Nursery and Reception) our focus for teaching and learning is on developing the children’s hands-on experience with technology. Our children have been born into a technological world and so we use IT to support learning across the curriculum. This includes exploring programmable toys, mark making and completing games linked to learning on the interactive whiteboard both independently and collaboratively. E-Safety and ensuring children know how to be safe online at home and at school is a safeguarding priority in school. Our E-Safety policy can be found on our website under ‘Our School – Statutory Policies’. To keep our children safe at school, our Internet is highly filtered by Updata.***

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|  | ***Learning experiences – implementation*** | **Key vocabulary** | **Birth to 5 matters** |
| Nursery | * Exploring toys that move in different ways (cause and effect) * Exploring technological toys with knobs, buttons and pulleys (cause and effect) * Using the interactive whiteboard for mark making * Exploring and interacting with books and toys that make sounds (pressing buttons, lifting flaps) * Exploring, investigating and using torches | Computer, TV, mobile phone, camera, tablet, CD player, whiteboard, on/off, up/down, wind, turn, press | Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times  Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them  Seeks to acquire basic skills in turning on and operating some digital equipment  Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car |
| Reception | * Developing independence in selecting CDs and using the CD player to listen to music * Exploring, investigating and using torches, household implements, pulleys, construction kits, CD players, remote control resources * Use I-pads to complete simple learning games, activities and research * Programming ‘Beebots’ (programmable toy) to follow simple instructions | Electricity, button, press, mouse, Internet, click, search,  forwards, backwards, left, right, turn, number names | Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support  Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images  Knows that information can be retrieved from digital devices and the internet  Completes a simple program on electronic devices  Uses ICT hardware to interact with age appropriate computer software  Can create content such as a video recording, stories, and/or draw a picture on screen  Develops digital literacy skills by being able to access, understand and interact with a range of technologies  Can use the internet with adult supervision to find and retrieve information of interest to them |

***Intent: Year 1 and 2***

***As the children move into Key Stage 1, we build on and develop from their experiences in the EYFS. Some computing skills are taught discretely but teaching is frequently linked to experiences across the curriculum in order to provide opportunities for children to apply their developing computing skills in meaningful contexts for learning.***

The National Curriculum Key Stage 1 programmes of study for Computing tell us:

Pupils should be taught to:

* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

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|  | ***Learning experiences – implementation*** | **Key vocabulary** | **National Curriculum Programmes for Study for Key Stage 1** |
| Year 1 | • Specific E-safety units are delivered in both Year 1 and Year 2 to emphasize the importance of safety online at home and at school    • Researching - Researching for cross-curricular topic work using ‘Espresso’  • Coding - Espresso Year 1 units: building and moving characters in a sequence of movements (algorithms)  • Programming - Programming Beebots to move around different mats and tracks. Extending instructions to include complex routes and reworking sequences when instructions fail.  • Publishing – Using 2Publish to write non-chronological reports linked to topic. Creating speech bubbles, message borders. | **‘Zip it! Block it! Flag it!’** is our mantra to ensure pupils are safe both in school and out of school.  Stranger danger, Internet, private, personal information, age appropriate  Drag, right, left, click, double click, unit, character, move, instructions, algorithm  Beebot, mat, forwards, backwards, sequence, route, debug  Type, record, information, picture, caption, heading, sub-heading | * Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs. * use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| Year 2 | * E-safety - Playing age appropriate games, discussing online chat, closing and reporting inappropriate material (text and photos) * Email - Using email safely e.g. not sharing personal information online. * Coding - Espresso Year 2 units: building and moving characters in a sequence of movements (algorithms) * Researching - Researching for cross-curricular topic work using ‘Espresso’ * What are Apps? * Publishing and word processing - Using Microsoft Office to word process documents for a particular purpose e.g. Harvest invitation and prayer (Year 2 Harvest Festival) * Publishing and creating - Using 2 (paint/publish) to produce a creative response to artwork e.g. Rousseau ‘Tiger in a thunderstorm’. | **‘Zip it! Block it! Flag it!’** is our mantra to ensure pupils are safe both in school and out of school.  Stranger danger, Internet, private, personal information, age appropriate, email, digital image, photograph.  Icon, double click, open, document, type, keyboard, mouse, monitor, save, retrieve, close, drive, network.  Technology, computing, research, Google, search, Alexa, website, search engine.  Paint, thin line, thick line, paint tools, spray can, fill, background, caption. | * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. * use technology purposefully to create, organise, store, manipulate and retrieve digital content. * recognise common uses of information technology beyond school |