Nursery & Reception- Computing

	Understanding the World: Technology	Communication and Language: Understanding	PSED: Self-confidence and self-awareness	Other statements: SSM, MF, TW and non-listed
30-50 months	T1 - I know how to operate simple equipment, e.g. turns on CD player and uses remote control (NCs1). • I can move a mouse (NCr2). T2 - I show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones (NCr4). • I can take a picture with support and play a recording with support (NCr5). T3 - I can show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (NCs3). T4 - I know that information can be retrieved from computers (NEs1). • I can recognise a computer (NCr1).	U4 - I can respond to simple instructions, e.g. to get or put away an object. • I can follow very simple instructions given by a teacher (NCs2).	SCSA1 - I can select and use activities and resources with help. • I can use devices that may have the internet with support (NEs3). SCSA2 - I show confidence in asking adults for help. • I can ask for help from an adult (NEs2).	I can say when something is still and when it is moving (NCr3).
40-60 months	T1 - I can complete a simple program on a computer. • I can use programmable toys (RCs1). • I can experiment with digital painting/drawing with support (NCr6). T2 - I can use ICT hardware to interact with age-appropriate computer software. • I can begin to use a mouse to navigate around the screen (RCr3). • I can enter text using a keyboard (RCr5). • I can take a picture and video (RCr7). • I can record using a microphone (RCr8). • I can experiment with digital painting/drawing (RCr9).	U1 - I can respond to instructions involving a two-part sequence (RCs2).		SSM9 - I can order & sequence familiar events. • I can sequence a simple set of instruction in the correct order (RCs4). • I can give instructions (RCs5). I can log on and off with support (RCr2). I can understand my login is just for me (REs1).
Early Learning Goal	I can recognise that a range of technology is used in places such as homes & schools. • I can name different parts of a computer (RCr1). • I know that many people use the internet to receive information (REs2). I can select and use technology for a particular purpose (RCs6). • I can identify what the print icon is (RCr4).	I can follow instructions involving several ideas or actions (RCs3).	I can say when I do or don't need help. • I can ask for help when an unfamiliar box appears on a computer/iPad (REs3). I can choose the resources I need for my chosen activity. • I can begin to safely use the internet when supervised by an adult (REs5).	MF - I can choose the resources I need for my chosen activity. • I can begin to understand the SMART rules and why we have them (REs4). TW - I know about similarities & differences in relation to places, objects, materials & living things. • I know the difference between a digital image and moving image (RCr6).

Reception Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U1/ RCs2	RCs3 RCr1 T2/ NCr3	RCr6 T2/ RCr7 T2/ RCr8 T2/ RCr9 T2/ RCr4	SSM9/ RCs4 SSM9/ RCs5 T1/ RCs1	T2/ RCr5 RCs3 RCr1 RCr2	T2/ RCr5 RCr2

REs1, REs2, REs3, REs4, REs5

Vocabulary					
Instructions, Order, Sequence, Step, Follow, Command	Instructions, Order, Sequence, Step, Follow, Command, Screen, Monitor, Keyboard, Mouse, Cursor, Click, Double-Click, Drag, Move	Buttons, Picture, Photo, Image, Still, Video, Camera, Click, Record, Steady, Print, Printer, Microphone, Record, Sound, Colour	BeeBot, Forwards, Click, Instructions, Command, Turn, Left, Right, App, Program, Task	Key, Letters, Tap, Instructions, Order, Sequence, Command, Step, Follow, Screen, Monitor, Keyboard, Printer, Speakers, Mouse, Computer, PC, Button	Username, Password, Log in, Log Out, Keyboard, Key, Letters, Tap

Username, Password, Log in, Log Out, Safe, Account, Internet, Information, Website, Trust, Choices, SMART, Safe, Meet, Accept, Tell, Address, Information

I will learn…					
That instructions can have more than one step. That instructions need to be followed in the right order.	That instructions have an order. How to order simple steps/instructions. That the mouse moves an arrow called a cursor on the screen. That when I move a mouse the arrow moves. That when I click the mouse buttons things happen.	That pictures are still. That videos show things moving. That I can pause a video to make it still. That some apps let me take pictures and videos. That the big button lets me take a picture or video on the camera. How to take a picture. How to take a video. That I need to hold the camera carefully and still. That sounds can be recorded. That microphones can be on and off. That microphones only record when they're on. How to make lines on a PC or tablet.	How to give an instruction. That apps do different things. That some apps are only good for some things. How to make a beebot move forwards. That a beebot can turn. That you need to press a button to make the beebot follow the instructions.	That a computer has different parts. That a computer has a screen, mouse, keyboard and printer. That you need to log in to a computer. That you need a special name to login. That you need a special word (password) to login. How to login to an account with help from an adult. That pressing the keyboard makes letters in the computer. How to write letters/words into the computer. That instructions have an order. How to order simple steps/instructions.	That pressing the keyboard makes letters in the computer. How to write letters/words into the computer. That you need to log in to a computer. That you need a special name to login. That you need a special word (password) to login. How to login to an account with help from an adult.

		That lines can be all different colours. That lines can be joined to make a picture. That computers can print. That the button to print looks like a printer.			

That I need to keep my login safe.
That I shouldn't tell other people my login.

That the internet has lots of things on it.
That people all around the world use the internet.

That I shouldn't click on some boxes that come up on a screen.
That if a box comes up that I don't know then I should tell an adult I trust.
How to ask for help when I am unsure.

That we have SMART rules.
That the SMART rules keep me safe.
That I shouldn't meet people from the internet.
That I shouldn't tell people on the internet where I live or who I am.
That my adults are there to help me on the internet.

That I shouldn't use the internet on my own yet.
How to go on the internet with support.