Computing Development at Kiveton Park Infant School

	Nursery	Reception	Y1	Y2
Computer programming and perseverance	• Use a mouse, touch screen or appropriate access device to target and select options on screen • Input a simple sequence of commands to control a digital device with support (Bee Bot)		• Create a simple program e.g. sequence of instructions for a Bee Bot • Use sequencing in programs Locate and fix bugs in a program	• Understand that programs work by following precise and unambiguous instructions • Create programs on a variety of digital devices Debug programs of increasing complexity • Use logical reasoning to predict the outcome of simple programs
Creating digital content	• Understand that when they move their fingers on the trackpad or touch the screen, the cursor on screen moves	• Begin to use a trackpad or touch screen to rearrange objects and pictures on a screen • Use a trackpad or touch screen to click on the icon for a program they want to use	• Use the space bar with support • Save a document with support • Type sentences that are dictated (from a piece of work) • Use backspace to delete letters	• With support, move and alter the size of images and text • Use backspace to correct mistakes • Use space bar to create a space • Write full sentences with a capital letter and full stop – copied from work, with support • Type a short piece of work • Use the return/enter key to go down a line • Highlight text and change font/style e.g. B U I

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				• Save work by using 'save as' • With support, open a piece of work from a folder
Using technology to solve problems	• Know that devices such as iPads, computers and Alexas can be used to find things out • Search on an iPad with adult help	• Know that the internet can be used to find things out • Search on an iPad with adult help	• Know that information to help us learn can be found on the internet • Navigate age appropriate websites with support	• Use the internet to safely answer specific questions
esafety	• Describe ways that some people can be unkind online • Offer examples of how this can make others feel • recognise some ways in which the internet can be used to communicate. • Give examples of how they might use technology to communicate with people they know (e.g. video call)		• Know what to do if they see something they do not like online • Explain why it is important to be considerate and kind to people online • Recognise that there may be people online who could make them feel sad, embarrassed or upset • Give examples of when and how to speak to an adult they can trust	• Know what to do if we find something inappropriate when researching • Know that information to help us learn can be found on the internet • Become more independent in navigating age appropriate websites • Know that not everything on the internet is true • Know how to deal with unexpected pop-ups or pictures when researching

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Vocabulary			
	Log on Folder Save as Delete/back space Highlight Track pad Undo	Key board Mouse Open Capitals Copy Space bar Icon	Desktop Save Enter/return Shift/control Screen Start button Short cut
	Click: Press the mouse button **Double-Click**: Press the mouse button very quickly **Drag**: Click your mouse button and hold as you move the mouse pointer to a new location **Drop**: Release your mouse button to "let go" of an item that you are dragging		**Digital Citizen**: Someone who acts safely, responsibly, and respectfully online. **Algorithm**: A list of steps to finish a task. **Bug**: Part of a program that does not work correctly. **Debugging**: Finding and fixing problems in an algorithm or program. **Program**: An algorithm that has been coded into something that can be run by a machine **Programming**: The art of creating a program. **Loop**: The action of doing something over and over again. **Repeat**: Do something again **Event**: An action that causes something to happen.