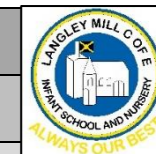


Langley Mill Church of England Infant School and Nursery – Curriculum Progression



Computing

Algorithms and Programs

Pre-Nursery	Nursery	Reception	ELG	Year 1	Year 2	Mastery & Greater Depth
<ul style="list-style-type: none"> Develop manipulation and control. (PD) Repeat actions which have an effect. (UW) 	<ul style="list-style-type: none"> Explore how things work. (UW) Match their developing physical skills to tasks and activities in the setting. (PD) 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD) 	<ul style="list-style-type: none"> Be confident to try out new activities and show independence, resilience and perseverance in the face of challenge. (PSED) 	<ul style="list-style-type: none"> Creates a simple series of instructions – left and right. Records their routes. Understands forwards, backwards, up and down. Puts two instructions together to control a programmable toy. Begins to plan and test a Bee-bot journey. Recognises and understands that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions. 	<ul style="list-style-type: none"> Predicts the outcomes of a set of instructions. Uses right angle turns. Uses the repeat commands. Tests and amends a set of instructions. Writes a simple program and tests it. Predicts what the outcome of a simple program will be. Creates and debugs simple programs. 	<ul style="list-style-type: none"> Experiments with variables to control models. Uses 90 degree and 45 degree turns. Gives an on-screen robot directional instructions. Draws a square, rectangle and other regular shapes on screen. using commands Writes more complex programs.

Data retrieving and organisation

<ul style="list-style-type: none"> Develop manipulation and control. (PD) Explore different materials and tools. (PD) 	<ul style="list-style-type: none"> Explore how things work. (UW) Match their developing physical skills to tasks and activities in the setting. (PD) Increasingly follow rules, understanding why they are important. (PSED) 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) 	<ul style="list-style-type: none"> Be confident to try out new activities and show independence, resilience and perseverance in the face of challenge. (PSED) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) 	<ul style="list-style-type: none"> Captures images with a camera. Prints out a photograph from a camera with help. Records a sound and plays it back. Enters information into a template to make a graph. Talks about the results shown on a graph. 	<ul style="list-style-type: none"> Finds information on a website. Clicks links in a website. Prints a web page to use as a resource. Experiments with texts, pictures and animations to make a simple slide show. Uses the shape tools to draw. Knows that it is not always possible to copy some text and pictures from the internet. Knows that bookmarking is a way to find safe sites again quickly. 	<ul style="list-style-type: none"> Reviews images on a camera and deletes unwanted images. Downloads images from a camera into files on the computer. Uses photo editing software to crop photos and add effects. Manipulates sound when using simple recordings. Records sounds into software and playbacks. Inserts pre-recorded sounds into a presentation. Captures still and moving images.
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Communicating

<ul style="list-style-type: none"> Make marks on their pictures to stand for their names (L) Notices some print, such as the first letter of their name, a bus or door number or a familiar logo. (L) 	<ul style="list-style-type: none"> Explore how things work. (UW) Match their developing physical skills to tasks and activities in the setting. (PD) Increasingly follow rules, understanding why they are important. (PSED) 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing (sensible amounts of screen time) (PD) 	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and behave accordingly. (When using expensive equipment) (PSED) 	<ul style="list-style-type: none"> Recognises what an email address looks like. Joins in sending a class email. Uses the @ key and type an email address. Word processes ideas using a keyboard. Uses the spacebar, back space, enter, shift and arrow keys. Prints out a page from the internet. Understands the different methods of communication e.g. email, online forums etc. Knows you should only open emails from a known source. Follows the school's safer internet rules. Uses the search engines agreed by the school. Acts if they find something inappropriate online or they are unsure of including identifying people who can help, minimising screen, online reporting using school system etc. 	<ul style="list-style-type: none"> Sends and replies to messages sent by a safe email partner (within school). Word processes a piece of text. Inserts/deletes a word using the mouse and arrow keys. Highlights text to change its format (, <u>, /</u>). Uses the internet for learning and communicating with others, making choices when navigating through sites. Knows that personal information should not be shared online. Knows they must tell a trusted adult immediately if anyone tries to meet them via the internet. 	<ul style="list-style-type: none"> Creates a presentation in a small group and records the narration Knows the difference between email and communication systems such as blogs and wikis. Knows that websites sometimes include pop-ups that take them away from the main site. Uses a password to access the secure network. Uses the email address book. Opens and sends an attachment.
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