

Great Corby School and Nursery



Computing Curriculum

Early Years Progression for Computing Skills



Whilst computing is not a specific area of EYFS or an Early Learning Goal, we recognise that technology is integral to children's life and learning. At Great Corby School and Nursery, our Early Years provision lays the foundations for computing within KS1 and beyond and is taught as part of the Understanding The World. Communication and Language and Personal Social and Emotional Development curriculums.

Optimum Learning Point	Becoming a computing literate learner
Nursery	Select, use and talk about a range of technology in playful situations for a particular purpose. For example, "We need to speak to the doctor, let's pretend this is our mobile phone."
Nursery	Explore how different devices/apps can be controlled and talk about what they think has happened or will happen.
Nursery	Begin to know that too much screen time is not healthy
Nursery	Begin to know that it's important to check with a grown up before using devices with a screen
Reception	Know that information, pictures, videos and music can be stored and found using computers. For example, taking a picture while out on a walk that will be useful back in the classroom, finding things out with an adult on the internet.
Reception	Talk about, explore and complete simple programs or apps. For example, give directions to solve problems within Beep Beep
Reception	Know that a sensible amount of screen time plays a part in keeping healthy
Reception	Follow the school rules for keeping safe online: Ask an adult before I use a device with a screen Think before I click If I'm not sure, ask an adult

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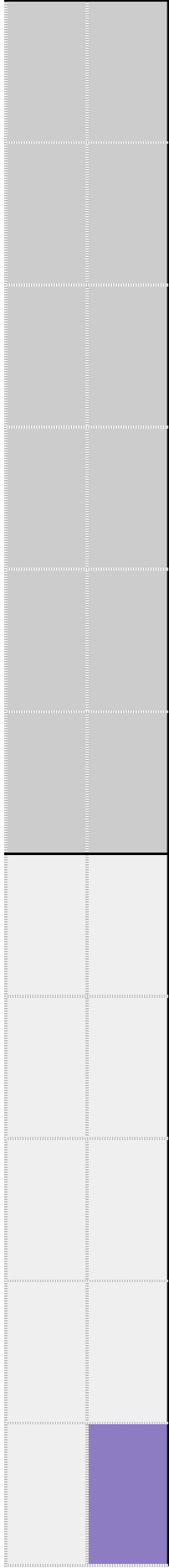
Programming B - Programming quizzes	5	-To create a program using my own design	-I can build sequences of blocks to match my design - I can choose the images for my own design						
Programming B - Programming quizzes	6	-To decide how my project can be improved	-I can compare my project to my design - I can debug my program						

Programming A – Selection in physical computing	4	-To explain that a loop can be used to repeatedly check whether a condition has been met	-I can explain that a condition being met can start an action - I can identify a condition and an action in my project - I can use selection (an 'if...then...' statement) to direct the flow of a program	Blue	Blue	Blue			Blue									
Programming A – Selection in physical computing	5	-To design a physical project that includes selection	-I can create a detailed drawing of my project - I can describe what my project will do - I can identify a real-world example of a condition starting an action	Blue	Blue	Blue			Blue			Purple	Purple					
Programming A – Selection in physical computing	6	-To create a program that controls a physical computing project	-I can test and debug my project - I can use selection to produce an intended outcome - I can write an algorithm that describes what my model will do	Blue	Blue	Blue			Blue			Purple	Purple					
Data and information – Flat-file databases	1	-To use a form to record information	-I can create a database using cards - I can explain how information can be recorded - I can order, sort, and group my data cards						Blue	Blue				Purple	Purple			
Data and information – Flat-file databases	2	-To compare paper and computer-based databases	-I can choose which field to sort data by to answer a given question - I can explain what a field and a record is in a database - I can navigate a flat-file database to compare different views of information						Blue	Blue				Purple	Purple			
Data and information – Flat-file databases	3	-To outline how you can answer questions by grouping and then sorting data	-I can combine grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values - I can group information using a database						Blue	Blue				Purple				
Data and information – Flat-file databases	4	-To explain that tools can be used to select specific data	question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection						Blue	Blue				Purple	Purple			
Data and information – Flat-file databases	5	-To explain that computer programs can be used to compare data visually	-I can explain the benefits of using a computer to create charts - I can refine a chart by selecting a particular filter - I can select an appropriate chart to visually compare data						Blue	Blue				Purple	Purple			
Data and information – Flat-file databases	6	-To use a real-world database to answer questions	-I can ask questions that will need more than one field to answer - I can present my findings to a group - I can refine a search in a real-world context						Blue	Blue				Purple	Purple			
Creating media – Introduction to vector graphics	1	-To identify that drawing tools can be used to produce different outcomes	-I can discuss how vector drawings are different from paper-based drawings - I can experiment with the shape and line tools - I can recognise that vector drawings are made using shapes							Blue			Purple		Purple			
Creating media – Introduction to vector graphics	2	-To create a vector drawing by combining shapes	drawing is an object - I can identify the shapes used to make a vector drawing - I can move, resize, and rotate objects I have duplicated							Blue			Purple		Purple			

Programming B - Sensing movement	5	-To design a project that uses inputs and outputs on a controllable device	<ul style="list-style-type: none"> -I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project 	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Programming B - Sensing movement	6	-To develop a program to use inputs and outputs on a controllable device	<ul style="list-style-type: none"> -I can create a program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs 	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

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