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| **Computing in the Early Years- Nursery** |
| **Term** **Topic** | **Area of Learning** | **Concepts** |
| **Presentation**Expressing ideas  | **Systems**Knowing how to create and use programmes  | **Digital World**Knowing how to use a range of technology |
| **Nursery Autumn 1****Starting School** | UW |  |  | -Show an interest in technological toys. Children to learn how to use real objects, such as cameras and touchscreen devices. |
| **Nursery Autumn 2****Night and Day** | UW |  |  | -Explore battery operated equipment, learn how to turn something on and off (e.g. torches to create light). -Identify man-made light sources and why these are necessary. |
| **Nursery Spring 1****Traditional Tales** | CL |  | -Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture. |  |
| **Nursery Spring 2****In the Garden** | CL |  | -Use simple directional language such as up, down, left, right, forwards, backwards. |  |
| L |  | -Develop an interest in letters on a keyboard or other digital media. -Understand that writing can be typed on screen. |  |
| UW |  |  | -Record changes in plants over time e.g. buds opening. |
| **Nursery Summer 1****Food and Drink** | CL |  |  | -Role-play their experiences of shopping using appropriate language.  |
| L |  | -Navigate apps and websites on digital media using a drop-down menu to select websites and icons to select apps. | -Know that information can be retrieved from digital technology.  |
| UW |  |  | -Compare and contrast animals first-hand or through videos and photographs.  |
| **Nursery Summer 2****Water** | CL |  |  | -Look at photographs/ videos of marine life (rockpools) talk about the habitat and learn the names of the animals. |
| UW | -Understand that it is important to take a break from ICT devices or the TV. | -Record what they enjoy doing in nursery, using different ICT equipment (photos on digital cameras, iPads etc). Share this information with their new class teacher/ key person. | -Show an interest in exploring a range of sources such as google Earth, real maps or globes. Locate the South Pole with adult support. -Create their own maps using real objects, and/or pictures and symbols (e.g., a floor map with markings for cars).-Discuss the different uses of technology in the school. |
| EAD |  | -Experiment with creating art work using ICT and use the different tools and effects available on the ICT programme to express their ideas.  |  |