



## Computing

### Nursery - I can assessment statements

<b><u>Knowledge</u></b>	<b><u>Skills</u></b>
<p><b>Communication &amp; Language Development</b></p> <p>Understanding – follow instructions with several ideas or actions</p> <p><b>Making Relationships</b></p> <p>Play cooperatively taking turns</p> <p><b>Understanding the world</b></p> <p>Technology Recognise that a range of technology is used in places such as homes and schools</p> <p>I can recognise there is a range of technology at home and school to access.</p> <p>I can follow simple instructions for an action and take turns when doing this.</p>	<p>Computer Science</p> <p>Ask the children to ‘program’ each other to find hidden objects (programming)</p> <p>Play Simon Says (algorithms/debugging)</p> <p>Ask the children to come up with a set of instructions (pictures of arrows) to navigate a partner around a simple obstacle course in PE (algorithms)</p> <p>Take a simple ‘problem’ and split it into smaller steps – e.g. to dress a teddy (computational thinking – decomposition)</p>
<p>Encourage children to operate devices and equipment in school, sometimes with adult support.</p> <p>Tour the school photographing the various ICT equipment</p> <p>Encourage children to speculate about why things happen or how things work.</p> <p>Model and enable the use of real and imaginary technologies, including online tools</p> <p>I can operate simple equipment.</p>	<p>I can show an interest in technological toys with knobs or pulleys, or real objects.</p> <p>I can show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>

<p>Ask the children to match images to a Sound</p> <p>Supervise the children choosing appropriate images for a specific purpose (e.g. images of trains)</p> <p>Provide opportunities for children to represent/express ideas &amp; feelings using technology</p> <p>Listen to stories, music, watch animations using digital devices</p> <p>I know information can be retrieved from computers.</p>	
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