Hamp Nursery and Infants School

Computing Policy 2025-2026

Introduction:

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery & Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Curriculum Intent:

At Hamp Nursery and Infants School we believe that a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Our aim is for children to become confident users of technology and to develop the skills and knowledge relating to Computer Science, Digital Literacy and Information Technology. Computing education is an integral part of preparing children to live in a world where technology is continuously evolving. Work and social activities are being increasing transformed by access to varied and developing technology. We endeavour to ensure that our children fully grasp the relevance of and the possibilities of emerging technologies so that they can play a part in this rapidly changing landscape. It is essential that the computing skills taught are equipping the students for jobs that may not currently exist in today's world.

The subject develops pupil's information skills, including the ability to use information sources and Computing tools to help them find, explore, develop, analyses, exchange, and present information and to support their problem solving, investigative and expressive work. The use of Computing significantly enhances teaching and learning in other subjects by enabling rapid access to knowledge, information, and experiences from a wide range of sources. The use of Computing throughout the curriculum encourages critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork, and reflection.

This policy expresses the school's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and monitoring.

The Computing Subject Leader and leadership team support staff aim to deliver a high quality computing education by:

- Meeting the requirements of the Revised National Curriculum in Computing 2014 and the EYFS 2021 framework as fully as possible and enable all children to reach the highest possible standards of achievement.
- Encouraging use of technology to enhance and support teaching and learning across all areas of the curriculum.
- Promoting Speaking and Listening by providing opportunities to discuss, explore ideas and solve problems.
- Supporting pupils and staff to become responsible, competent, confident and creative users of information and communication technology.
- Developing pupils' understanding of how to use technology safely, respectfully and responsibly; how to recognise acceptable and unacceptable behaviour and how to identify a range of ways to report concerns about content and contact.
- Ensuing pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Providing opportunities for communication and collaboration develop understanding of the purposes for using technology and these are used to bring together home and school learning experiences.
- Ensuring technology is used imaginatively to engage all learners and widen their learning opportunities.
- Ensuring pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- Developing an understanding of, and ability to apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Teaching the principles of information and computation, how digital systems work and how to put this knowledge into use through programming.
- Equipping pupils to use information technology to create programs, systems and a range of content.
- Developing pupils' ability to analyse problems in computational terms through repeated programming opportunities.

- Developing an ability to evaluate and apply information technology analytically to solve problems.
- Equipping pupils to use computational thinking and creativity to understand and change the world.
- Ensuring that pupils become digitally literate.

We expect our pupils to:

- Develop computing skills, knowledge and understanding.
- Develop an understanding of the wider applications of computer systems and communication technology in society.
- Develop independent and logical thinking through reasoning, decision making and problem solving.
- Develop imagination and creativity.
- Work independently and collaboratively.
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Curriculum Implementation:

This subject has been interwoven into our whole school cross-curricular approach. The style of the lesson will vary dependent on which theme from the Wessex Planning that is being delivered and the cross-curricular topic theme linked to the Literacy Tree story of that term. Core and optional units from the Wessex Planning have been purposefully chosen to link in with the whole school curriculum, but staff are free to adapt these to meet the needs of their pupils. Although computing is not explicitly taught within the EYFS 2021 framework, computing experiences will be delivered through links with Understanding the World and continuous provision. These children will engage with a variety of computing skills and computational thinking through play, exploration and active learning. All staff are also expected to deliver an online safety lesson each half term using the Active Bytes planning. With Computing resources, it is essential that the organisation be such that there is an equality of access. This is achieved by having a wide range of technology available in a central base for all staff to access. The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National curriculum. The Computing subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider. Hardware and software faults are logged by the class teacher using the IT Log support icon. The Computing Action Plan expresses the school's priorities for future expenditure and is reviewed by the Computing subject leader and senior management who consider its impact on all learning. Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology. Old resources are disposed of in line with Somerset County Council's environmental disposal policy and the school's data protection policy where these are applicable.

It is expected that in each lesson there will be opportunities for:

- Discussion of what pupils already know about the topic/theme/skill.
- High-quality modelling of the skill(s) being taught, demonstrated by a competent person (This could be a teacher, TA). Effective teaching input (whole class, group or individual) to allow completion of task without further teacher intervention.
- Modelling of the vocabulary relevant to the lesson. (See list of computing vocabulary here: New Wessex Computing Vocabulary)
- Opportunities for pupils to 'have a go' in a risk-free environment which will allow them to build resilience and perseverance.
- Planning activities that allow sufficient time for all individuals to take part.
- Opportunities for pupils to demonstrate what they have achieved in a positive learning environment where mistakes are celebrated as an opportunity for us all to learn.
- Opportunities for pupils to voice their view of their own and their peers' learning in an environment of mutual respect and value for the contribution of ALL pupils irrespective of their ability.
- Opportunities for pupils to reflect on what they have learnt and how they can improve. Constructive feedback which focuses on how pupils can improve/develop even further.
- Thoughtful, reflective and focused dialogue between pupils and teaching staff.
- Participation and teamwork. Children to have opportunities to work both individually and in pairs or in small groups.

- Links to other areas of the National Curriculum. The subject of Computing will be taught in a cross-curricular way linked to topics delivered under the headings of our Literacy Tree stories eg 'Where the Wild Things Are' may be linked programming and algorithms when doing map making and the use of beebots.
- The nature of Computing as a tool means that there will be many opportunities for links with other subjects. Teachers will plan some activities, which emphasis the development of Computing capability and others, which support the subject being taught. Teachers medium term planning will show opportunities for teaching and learning using Computing in other curriculum areas e.g. Math: data handling tools, Art & Design (artwork based on famous artists.) Labelling diagrams/pictures (Literacy) etc.
- Staff are able to access a wide range of technology held in a central base. This includes the use of laptop computers, Chromebooks, beebot floor robots, codapillars and tablets for each class.
- Allow opportunities for work to be printed for display or evidence.
- Children have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security and social media.
- The importance of online safety is continuously reinforced and shown through displays within the learning environment.

Year Group	Unit			
Reception	**Programming** Use a floor robot. Use simple software to make something happen. Make choices about the buttons and icons I press.	**Multimedia** Move objects on a screen. Create shapes and text on a screen. Use technology to show my learning.	**Tech in our lives** Talk about technology that is used at home and school. Operate simple technology. Safely use the internet to play and learn.	**Data Handling** Talk about different kinds of information such as pictures, video , texts and sound.
Year 1	**Programming** **Core:** Move my Beebot **OR** My cod – a – pillar adventure. **Choice:** More than my Beebot My moves on screen Debug my program My Detective Dance	**Multimedia** **Core:** Describing my Toys **Choice:** Filming in Background Making my Animated People My Soundscapes	**Tech in our lives** **Core:** Discovering my technology. **Choice:** Technology and my Toys. Sharing my Learning	**Data Handling** **Core:** Counting my Information **Choice:** Present my Weather Showing my Feelings
Year 2	**Programming** **Core:** Making My moves with Scratch Jr **OR** Light up my Light bot **OR** Moving around to Fix My Factory **Choice:** Explore my topic with a floor robot. Drawing my Shapes	**Multimedia** **Core:** Present my Information **Choice:** Animate my animal My News Report Save My World	**Tech in our lives** **Core:** Technology in my Life **Choice:** Do I trust my internet search? My Internet Search	**Data Handling** **Core: Bear hunt** Sorting my Birds **Choice:** Sorting my Animals My Habitat Investigation My Branch Sorting Investigation Sorting my Shapes

Acceptable Use Policy:

The computer systems may be used by children to further their education and the staff to enhance their professional activities including teaching, research, administration, and management. Staff should not use the computers or the Internet/Email for their own personal use without express permission from the Headteacher. The school has an Internet access agreement which staff are asked to read and sign. Parents are also asked to sign an agreement to give permission for their children to access the Internet.

The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Hardware/ Software Policy:

The installation of software or hardware unauthorized by the school, whether legitimately licensed or not, is **expressly forbidden**. The technician or co-coordinator should carry out installation.

Faulty or broken machinery should be reported to the coordinator or technician via IT Log on the classroom desktop. Qualified personnel should carry out any necessary work.

Internet Access Policy Statement/Online Safety:

E-safety forms part of this Computing Policy and all our other policies and e-safety rules/practices and procedures will therefore be followed by all staff and pupils at all times. (Further information regarding E-Safety procedures can be found in the separate E-Safety Policy.)

- All Internet activity should be appropriate to staff professional activities or the children's education.
- Access is limited to the use of authorised accounts and passwords which should not be made available to any other person.
- Activities that threaten the integrity of the school's computer systems or that attacks or corrupts other systems is prohibited.
- Users are responsible for all email sent and for contacts made that may result in email being received. Due regard should be paid to the content. The same professional levels of language should be applied as for letters and other media
- Use for personal financial gain, political purposes or advertising is excluded.
- Copyright of materials must be respected.
- Posting anonymous messages and forwarding chain letters is excluded.
- The use of the Internet, email, or any other media to access inappropriate materials, racist or any other offensive material is strictly forbidden.
- Staff should not access any form of social media at school.
- The use of memory sticks is prohibited to secure the network from outside security risks. Staff are encouraged to use Office 365 (Online web-based version of Microsoft Office) to access and save files of work.

Use of Portable Equipment:

The school provides portable Computing equipment such as laptop computers, tablets, and digital cameras to enhance the children's education; these are also used by staff.

The same principles of acceptable use apply as in the previous two sections

- Equipment may be in the care of a specific individual, but it is expected that all staff wish to benefit from the use of a laptop computer and access should be negotiated with the individual concerned. Any difficulties should be reported to the Computing Co-Coordinator and logged onto the IT Fault on the classroom laptop for the attention of the technician.
- Certain equipment (e.g. digital blue camera and microscopes) is held by the Computing coordinator and may be lent out
- Equipment such as laptop computers can be taken offsite for use by staff in accordance with the Acceptable Use Statement and Internet Access Policy, provided that staff have signed a disclaimer accepting full responsibility for the equipment in their care and that **the equipment is fully insured from the moment it leaves the school premises**
- Equipment used in conjunction with a school-approved excursion does not require the signing of such a disclaimer
- Where a member of staff is likely to be away from school through illness, professional development (such as secondment etc.) arrangements must be made for any portable equipment in their care to be returned for school. In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it

Data Protection Act:

Any individual has the right in law to view information held about him/her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a report is composed and printed on the system, it should immediately be deleted, and hard copies kept in the appropriate files in the care of the Child Safeguarding Protection Officer.

Care of Equipment:

The Class Teacher is responsible for:

- All equipment being switched off at the end of the working day
- Computers being wiped clean with a soft damp cloth **when switched off** and covered with fabric when not in use (if appropriate)
- Teacher's Laptop computers should be stored securely in classroom cupboards. Pupils' laptop computers are stored in the laptop trolley securely. The trolley is kept in the school courtyard room. (The laptop trolley keys are stored securely in the school office.)
- Reporting technical faults to the Computing coordinator and record in the log notes on the Computer, which the technician has access to.
- Projectors should be turned off when not in use to prevent bulbs over heating
- Teachers new interactive whiteboards to be turned off at the end of the school day and to be cleaned by using water and a microfiber cloth.

Curriculum Impact:

Most children reach the end of year expectations in terms of attainment and progress.

Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. Children will understand the importance of technology in our lives and the benefits of digital literacy.

Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

Children are able to recognise the dangers that exist from the use of technology and understand how to access online systems safely. They will understand their own role in making the internet safe by being responsible and kind users.

Progress is assessed on an on-going basis using the Somerset 'I can' statements for each thread of Computing. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy. Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning. Children are aware of the 'I can' statements and are encouraged to set success criteria for their work. Open questions are used to challenge children's thinking and learning. Evidence of work should be recorded in children's topic books. This could be in a variety of forms i.e. written work, drawings, photographs, and comments. Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment. Information is shared with the school community through the school website, google classroom, display, celebration events, newsletters, and end of year reports. In addition, children shall be assessed against National Curriculum levels at the end of each academic year.

Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate. Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time. The Foundation Stage teacher uses the Somerset Continuous provision map to plan for technology in a range of contexts.

The impact of the computing curriculum is monitored yearly by the Computing Lead through discussions with teachers, samples of work and lesson observations. This monitoring will inform the Computing leads action plan. Systematic monitoring of all threads of Computing informs the subject leader and school action plan. The Computing leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of individual teacher's performance management plan.

Speaking and Listening:

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as it's vital role in "Literacy Tree" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

SEND:

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEND support and short-term targets.

EAL:

At Hamp Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented:

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential.
Class Teachers will inform the Gifted and Talented Co-ordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the co-ordinator will plan enrichment activities where required.

Gifted and talented children in both Computing and PSHE will form part of the online safety committee to ensure the school has a forum for pupils to voice concerns, ideas and opinions. These children will also be responsible for assisting the Computing coordinator during assemblies, curriculum days and other opportunities to showcase their talents.

Diversity and Equality:

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

- The school maintains its policy of equal opportunities as appropriate for Computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEND pupils are met.
- The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.
- All children are entitled to equal access to all Computing equipment in order to develop their personal Computing capability.
- Teachers will keep records of computer use to ensure that all children are active and have equal access, regardless of gender, age and capability.

Differentiation:

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school, we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Online Safety:

At Nursery and Hamp Infants School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

- A progressive Somerset E-Lim online safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about online safety are part of PSHE and reinforced whenever technology is used.
- Clear rules for online safety are agreed by each class at the beginning of every year. Parents and pupils sign an acceptable user policy together when a pupil first starts at the school. The class rules are then signed annually by pupils.
- A progressive e-Safety curriculum ensures that all pupils are able to develop skills to keep them safe online. The Somerset BYTE scheme is used to ensure progression and coverage; and provides positive rewards for responsible use of technology.
- The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyber bullying as part of Anti-Bullying week in the autumn term.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.
- The school has an e-safety policy in place that details how the principles of e-safety will be promoted and monitored.

Outdoor Learning:

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum.

Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Tallena Wynn- Autumn 2025

Approved by: Head _____

Approved by: Chair of Governors _____

Review Date: Autumn 2026/2027 or in line with any statutory changes.

Appendix:

Computing Aims - (Taken from National Curriculum Subject Content)

Essential Knowledge and Skills.	Desirable Knowledge and Skills	Less Essential / Desirable Skills.
• **Year 1/2 :** Understand what algorithms are. • **Year 1 / 2** - Understand how algorithms are implemented as programs on digital devices. • **Year 2 -** Create and debug simple programs. • **Year 2** - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • **Year 1 / 2 -** Use technology safely and respectfully, keeping personal information private • **Year 2 -** Identify where to go for help and support when they have concerns about content or contact on the internet of other online technologies.	• **Year 2 -** Understand that programs execute by following precise and unambiguous instructions. • **Year 2 -** Use logical reasoning to predict the behaviour of simple programs. • **Year 1 -** Recognise common uses of information technology beyond school.	

Computing Basic Skills - (Taken from eLim Computing Planning)

Essential Knowledge and Skills.	Desirable Knowledge and Skills	Less Essential / Desirable Skills.
Year 1 • Use Power Button to turn on Computer. • Use Mouse/touchpad	Year 1 • Open a file • Open a link • Use space bar	Year 1 • Follow links to find information

• Use keyboard to find letters of name or basic spelling (encourage use of two hands) Year 2 • Log onto the computer • Open files and links • Use a simple search engine • Use keyboard to enter text (index finger left and right hand) • Know where and how to use the Enter Key	• Use uppercase key for capital letter. Year 2 • Inset images into software. • Use Shift and Caps lock to enter capital letters. • Use delete and backspace to correct text.	