

Computing in EYFS

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e safety.

Development Matters	ELG	How this is achieved in EYFS	By the end of EYFS the children will know...	Computing in KSI
<p>Reception:</p> <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time' <p>Physical Development:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Personal, Social and Emotional Development:</p> <p>Managing self:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly <p>Expressive Arts and Design:</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Continuous Provision — available throughout the day for both focussed and self-chosen learning — computer and tablets/cameras for recording learning. A range of technology will be explored continuously throughout the year for the children to access, both independently and with an adult.</p> <ul style="list-style-type: none"> Tablets Computers <ul style="list-style-type: none"> games / activities linked to the topic or maths being covered each week. Remote control toys <ul style="list-style-type: none"> cars. Battery operated toys 	<p>Knowledge:</p> <p>Personal, Social and Emotional Development</p> <p>I can wait a short amount of time for something I want e.g.: a computer loading / an App to work.</p> <p>I know how to complete a familiar task independently and with support will try new things. E.g.: a computer programme / Beebots.</p> <p>I can select tools and resources that I need to complete a task of my own choosing.</p> <p>I know how to be safe online.</p> <p>I know that a password is secret.</p> <p>Physical Development.</p>	<ul style="list-style-type: none"> 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

Computing in EYFS

<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>Understanding the World: Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some differences and similarities between things in the past and now, drawing on their experiences. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, texts, maps. 	<ul style="list-style-type: none"> - Beebots - CD players - Interactive white boards - Phonics Play / Top marks / Google Earth / Digi map. - iPads - Purple Mash (mini mash) - drawing, sorting, information gathering. - Sound buttons - children can listen to a pre-recorded challenge or record their own answers. - exploring old typewriters / computers / mechanical toys. 	<p>I know how to use an iPad or tablet appropriately.</p> <p>I know how to use my fingers on a touch screen and control a mouse/touchpad on a computer.</p> <p>Understanding the World</p> <p>I know how to use a camera i.e.: on an iPad.</p> <p>I know how to work a simple programmable toy.</p> <p>I can select and use technology for particular purposes.</p> <p>I know how technology is used in my own home.</p> <p>I know that technology has changed since my adults were young.</p> <p>Expressive Art and Design</p> <p>Children can safely use a range of technology for a purpose</p>	<p>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</p>
<p><u>Vocabulary:</u> Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password</p>				