St. Mark's CE Primary School

Computing

Curriculum in EYFS 2023-2024

Progression in Computing: EYFS

– With National Curriculum Links and Supportive Activities

	Understanding Technology	Programming	Digital Literacy	E-safety
Relevant Early Learning Goals	**People Culture and Communities ELG** *Children at the expected level of development will:* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	**Listening, Attention and Understanding ELG** *Children at the expected level of development will:* Listen attentively to what they hear with relevant questions, comments and actions and respond appropriately when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Fine Motor Skills ELG** *Children at the expected level of development will:* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	**Creating with Materials ELG** *Children at the expected level of development will:* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive ELG** *Children at the expected level of development will:* Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	**Self-Regulation ELG** *Children at the expected level of development will:* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self ELG** *Children at the expected level of development will:* 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; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Progression in Computing: EYFS

‐   With National Curriculum Links and Supportive Activities

	Understanding Technology	Programming	Digital Literacy	E-safety
What might this look like in the EYFS?	Children's natural curiosity has always driven them to develop an understanding of the world around them and this is no different when it comes to understanding technology; both how it works and what it can do for us. From their first, early experiences with technology, pupils begin to make sense of how it works and the opportunities it can provide. Children's experiences in this area should include exploring: · the **technology they encounter at home and school** (e.g. role play toys, photocopiers, automatic doors, dismantling old phones and laptops etc.) · **how technology has changed over time** and **how it differs across cultures** by sharing artefacts, photos and videos, and asking others.	Children in Early Years are already immersed in a programmed world. They experience it every day of their lives when: • the doors at the supermarket open automatically when they approach, • the hand drier starts when they place their hands underneath • the price of an item shows as you scan • the streetlights come on automatically when it gets dark. In the EYFS, **continuous provision draws on these common uses of control technology** for children to experience first-hand and to **explore their uses through play**. Additional experiences might also include: 'programming' friends by telling them how to move around like a robot or make a pretend sandwich use of control toys like remote control cars, Beebots or Early Years Roamer.	Practitioners will need to support the youngest children as they explore digital apparatus with discussion about what it does, how it works and how to use it safely. Children in Early Years will explore mark making programs on screens, tablets or interactive whiteboard to experiment and communicate their ideas. They will Interact with adults and their peers and **explore their environment** using multimedia equipment, including digital and video cameras, microscopes, webcams and visualisers to **capture still and moving images**. With help, they will **play back their captured recordings**, demonstrating confidence and increasingly in control. They will be encouraged to explore ways of **making and listening to sounds** using simple programs, apps and devices, e.g., karaoke machines, music mats and age appropriate apps.	It is important for children to learn to be e-safe from an early age. Practitioners and teachers of children in Foundation and Year 1 play a vital part in starting this process and involving parents in recognising their responsibilities just as they do when thinking about other aspects of children's safety when crossing the road safety, handling potentially dangerous equipment in the home or at the swimming pool. With the very youngest children, many of the key e-safety messages will be conveyed through **guided use**, **continuous provision** and **adult modelling** in the school or setting. Additionally, and importantly, this will be **alongside and with the involvement of parents and carers** at home. **Listen to young children** talking about their online world and use this overheard talk to **engage with them** and **find out more about their practice and behaviour**.
Resource Description	*Examples of appropriate resources include:* Role play toys (e.g. hoovers, microwaves, tills, old mobile phones, washing machines etc.) 'Real' technology in their home and school (e.g. photocopiers, automatic doors, mobile technology – tablets and phones, hand dryer) Primary and secondary sources of information about technology in different cultures and in the past (e.g. BBC Bitesize: How Computers have changed, or What are the parts of a computer?)	*Examples of appropriate resources include:* Simple control toys: Beebot, Infant Roamer, remote control vehicles… On screen simulations such as Beebot, Trucks from Duck Duck Moose or Toca Boca (digital toys and games for kids) and simple problem solving games such as Jumbo the Elephant. Use of Barefoot Computing Autumn, Spring and Summer resources to direct Computational thinking model	*Examples of appropriate resources include:* Online, interactive stories and rhymes Screens, IWBs or tablets with mark making software and apps. Equipment or apps for recording voice Digital cameras or tablets to record still and moving images Programs / apps such as Sock Puppets, Puppet Pals and Drawing Pad on tablets or as Photostory, Smart Notebook gallery or a selection of age appropriate software such as that produced by 2Simple. Websites which encourage early exploration such as free content on Poisson Rouge or from suppliers such as Yellow Door.	*Examples of appropriate resources include:* An age appropriate Learning Platform to model and practise safe use of communication tools Age appropriate resources such as Hector's World Stories such as Digiduck (a story of friendship and responsibility online) and Smartie the Penguin Child friendly search engines such as Kidrex Use of Project Evolve planning resources.

Progression in Computing: EYFS

– With National Curriculum Links and Supportive Activities

	Understanding Technology	Programming	Digital Literacy	E-safety
Y1 Capability Statements	**(Y1)** Pupils recognise and can give examples of common uses of **information technology** they encounter in their daily routine.	**(Y1)** Pupils create, **debug** and implement instructions (simple **algorithms**) as **programs** on a range of digital devices. Pupils understand that **digital devices** follow precise and unambiguous instructions. Pupils understand that digital devices can **simulate** real situations.	**(Y1/2)** With adult guidance, pupils use a range of technology to enhance and present their learning. Within both specific computing lessons and cross curricular contexts, pupils are able to: • enquire with purpose, accessing **digital content** such as text, still and moving images, video and audio • collect **data** (e.g. numerical, research facts etc.) which they are able to retrieve, store and present as graphs, tables and charts • present and communicate their learning to others in a variety of ways using text, still images, video and audio, including combining 2 or more of these mediums	**(Y1/2)** Pupils understand that information about themselves may be personal and they can choose who to share it with. With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world. They communicate safely and respectfully using a range of **digital devices**, making links to their behaviour in the physical world. Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.