

Computing in the EYFS 2022 onwards

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 achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	Computing in KS1
<p>Reception: 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, 	<p>Personal, Social and Emotional Development: 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: 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>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 	<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 – games / activities linked to the topic or maths being covered each week. - Remote control toys – cars. - Battery operated toys - 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 pr-recorded challenge or record their own answers. - exploring old typewriters / computers / mechanical toys. <p>Purple Mash Let the children use the activities alongside the 'real' activity being carried out in the classroom or outside area. •</p>	<p>Knowledge: Personal, Social and Emotional Development I can wait a short amount of time for something I want e.g.: a computer loading / an App to work. I know how to complete a familiar task independently and with support will try new things. E.g.: a computer programme / Beebots. I can select tools and resources that I need to complete a task of my own choosing. I know how to be safe online. I know that a password is secret.</p> <p>Physical Development I know how to use an iPad or tablet appropriately. I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.</p> <p>Understanding the World I know how to use a camera i.e.: on an iPad. I know how to work a simple programable toy. I can select and use technology for particular purposes.</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 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.

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<p>safely and confidently.</p> <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>now, drawing on their experiences.</p> <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, texts, maps. 	<p>Provide opportunities to talk to the children about what they have found in the natural world and what they are creating using the computer.</p> <p>Autumn Term</p> <ul style="list-style-type: none"> Purple mash slideshows – all about me, feelings, growing Pets – topic pack People who help us – looking at different roles of people in society/jobs that they may want/parents have. Toys from the past – how are similar/different to what they play with. Mini mash – comparing familiar and new environments to prompt discussions Seasons – autumn/winter discussion topic packs jigsaws, pair games, mashcams, paint projects. Mashcams – who would they like to be. What are they saying/thinking? Taking turns using the computer/iwb and using log in cards to log on. Exploring painting topics and minimash – simple city and maths city 2 handwriting – patterns and letter formation on iwb. Number paint projects – make the number 2 count – favourite toy/food/etc Alphabet slideshows and initial sounds Stories – autumn, feelings, pets, toys 2email and 2respond – send an email to the class about a trip etc and read together then compose a reply together. Fairy tale slide shows - Fairy Tale Stories Fairy Tale – The Gingerbread Man Fairy Tale – Little Red Riding Hood Fairy Tale – Elves and the Shoemaker Fairy Tale – Tortoise and the Hare 2go – program path for character 	<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 Children can safely use a range of technology for a purpose.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password, 	
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		<p><u>Summer Term</u></p> <ul style="list-style-type: none"> • <p><u>Festivals</u></p> <ul style="list-style-type: none"> • Slideshows around different festivals to introduce to children • Artwork – menorah, easter egg, Christmas tree etc as an introduction to festival <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Seasons – winter/spring discussion topic packs • Growing and the garden – topic pack discussion, jigsaws, pair games, mashcams, paint projects. • Baby animals/farm animals/zoo animals – topic pack • Minibeasts – topic pack • Mashcams – grocer – healthy food and why it is important • Grocers/food – mini mash – talking about healthy and unhealthy food. • 2count – favourite fruit or one that they would like to try. • 2 count – beginning reading information from a pictogram • Stories – fairy tales, farm, food, minibeasts, spring, weather, zoo • 2 create a story and writing templates – shopping list, card to a character in a story, • 2email and 2respond – send an email to the class about a trip/responding to a character etc and read together then compose a reply together – letter from Santa, Barnaby bear • Seaside from the past – compare and contrast • Transport from the past – compare and contrast 		
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		<ul style="list-style-type: none">• Seasons – summer discussion topic packs jigsaws, pair games, mashcams, paint projects.• 2beat and 2Explore• Mashcams diver• Number paint projects – ladybird doubles• Fishmetic – match the numbers 1-10• 2quiz – set up quizzes for the class to try• 2 count – answer simple questions about pictograms and create own with peers.• Stories – dinosaurs, pirates, seaside, transport, under the sea• 2 create a story and writing templates – postcards, non-fiction Sealife• 2email and 2respond – send an email to the class about a trip/responding to a character etc and read together then compose a reply together –Barnaby bear, anna’s day out at the seaside.•		
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