



Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Exploring computing in the Early Years Foundation Stage

How does the curriculum provide a foundation of computational skills and knowledge in the EYFS?

| Development Matters (linked to computing) | Early Learning Goals (linked to computing) | Bridge to KS1 (Y1) Curriculum | How might this look in our EYFS provision? |
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| <p>Three- and Four-Year Olds:</p> <p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> Remember rules without needing an adult to remind them. <p>Physical Development</p> <ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. <p>Understanding the World</p> <ul style="list-style-type: none"> Explore how things work. <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>Personal, Social & 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 & 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>Pupils should be taught to:</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. | <ul style="list-style-type: none"> Internet safety day for whole school and age-appropriate resources through using stories e.g. 'Buddy the Dog'. Outside agencies offer support and visit to offer CPD for staff Children being to access iPads in their continuous provision. Children understand they can gather information from the internet and do so, with adult support. Talk about technology that they use at home. Talk about how to stay safe on the internet. Take photographs of their models, using the iPad. Access phonics and maths games on the iPad. Form letters, using an art programme. Talk about how to be safe with ovens and hobs in cookery. Use BeeBots to explore programming. |

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| <p>Physical Development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Expressive Arts and Design • Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | | | |
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