Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance.

Computing					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Barefoot Computing –Autumn	Barefoot Computing – Winter Researching online	Barefoot Computing – Spring	Curriculum	Barefoot Computing – Summer Barefoot Computing – Boats Curriculum

The new Early Years Foundation Stage curriculum came into force in September 2021, and the 'Technology' strand has now been removed from 'Understanding the World'. However, 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. Computing and technology are still vitally important subjects to deliver to EYFS children to ensure they enter Year 1 with a strong foundation of knowledge and skill. We do this by:

- Allowing children to use ICT as a means to record and develop their play and thinking, switching fluidly between first-hand and on-screen experiences.
- Promoting and developing problem solving skills and 'Computational Thinking' (tinkering, creating, collaborating, persevering, logic, pattern, abstraction, algorithms and decomposition).
- Developing communication and language skills such as listening, attention and thoughtful questioning.
- Teaching a well-planned cross curricular Computing curriculum from a range of source, that improves subject skills across all seven areas of learning.

Computing in Reception doesn't mean typing out a Word document or creating a code. In fact, teaching technology in the Early Years doesn't have to involve computer work at all. In the autumn and spring terms, our Computing scheme for the EYFS is centred around play-based, unplugged (no computer) activities that focus on building children's listening and attention skills, curiosity, creativity and problem solving. Technology in the Early Years can mean: taking a photograph with a camera or tablet, searching for information on the internet, playing games on the interactive whiteboard, exploring an old typewriter or other mechanical toys, using a Beebot, watching a video clip, listening to music, etc. Allowing children the opportunity to explore technology in this child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in Key Stage 1 Computing and all that it demands. In the summer term the children will start to use the computer suite and become more familiar with logging onto the computer and accessing some of the programs and apps available.

Regular websites accessed:
https://www.barefootcomputing.org/concept-approaches/computer-science-concepts   www.purplemash.com   www.phonicsplay.com   www.topmarks.co.uk
www.twinkl.co.uk
www.youtube.com (teacher lead)

Birth – 3 years	3 and 4 year olds	Reception children	Relevant ELGs
Plays with water to investigate "low technology" such as washing and cleaning. **Communication and Language -** Enjoy singing music and toys that make sounds. **Personal, Social and Emotional Development -** Begin to show "effortful control", such as waiting their turn. **Understanding the World -** Repeat actions that have an effect.	**Communication and Language –** Pay attention at more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts. **Personal, Social and Emotional Development -** Select and use activities and resources, with help when needed. This helps them to achieve a goal. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **Understanding the World -** Explore how things work.	**Communication and Language –** Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Personal, Social and Emotional Development -** Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. Express their feelings and consider the feelings of others. **Physical Development -** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. **Expressive Arts and Design** - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	**No specific ELGs.** **WKPS Knowledge and Skills:** **Online Safety -** Most children will: Ask an adult when they want to use devices. Be careful with technology devices. Know that they can say 'no', 'stop' to somebody who makes them feel sad, embarrassed or upset. Explain some ways which the technology can be used to communicate. **Generic skills & Effective Use of tool -** Most children will: Be aware that pressing buttons will make a device respond e.g. remote control toy. Use the mouse and the keyboard to explore programs. Be aware that moving the mouse moves the pointer on the screen. Be aware of the effect of pressing the mouse buttons.

			Have experience of a range of ICT equipment and software. Talk about what they are doing with ICT use appropriate ICT vocabulary.

Key Vocabulary	Links to Characteristics of Effective Learning
Laptop, camera, computer, interactive, software, monitor, mouse, keyboard, find, search, internet, website, open, record, photograph, video, log on, log off.	Using senses to explore the world around them. Taking risks and learning by trial and error. Showing a curiosity about objects, events and people. Maintaining focus on their activity for a period of time. Thinking of ideas. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences cause and effect.