St Peter's Brafferton
C of E (VA) Primary School

*Let our Light Shine!*

# Computing EYFS Curriculum Map

Children growing up today are immersed in new technologies. In the home, going shopping, at the doctors and in the street - technology is embedded in children's everyday experiences sometimes to the point where it is almost invisible to them. As part of some of their first activities, early technology experiences will include push button activities, remote control devices, musical keyboards, televisions, cash registers, microwave ovens, tills, scanners and interactive books, as well as computers, tablets and phones. Forever mindful of the recommended times for screen viewing for children of this age group and for children to be sometimes screen free, engagement with technology achieves the best outcomes for young children when it is not a solitary, isolated encounter but enhanced by supported interaction with adults and collaboration with peers. The best practice would be where technology: ▪ is a co-operative activity shared with another child or an adult ▪ involves doing things together and giving opportunities to take turns ▪ provides opportunity for talking and listening together explaining, confirming, elaborating, ▪ feeds the imagination ▪ encourages further investigation and exploration ▪ challenges and encourages solving problems

***In the EYFS settings at St Peter's Brafferton children use technology, learn the importance of rules and patterns and interact with educational technology that supports and enhances our curriculum and themes.***

| | **Computing Strands** | | |
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| | **Digital Literacy** | **Computer Science** | **Information Technology** |
| **End point 2-3 Year old** | Remember rules without needing an adult to remind them.<br>Match their developing physical skills to tasks and activities in the setting.<br>Explore how things work. | | |
| **End point 3-4 year olds** | Remember rules without needing an adult to remind them.<br>Match their developing physical skills to tasks and activities in the setting.<br>Explore how things work. | | |
| **Reception (DM and Curricular goals and ELG)** | Show resilience and perseverance in the face of a challenge.<br>Know and talk about the different factors that support their overall health and wellbeing: e.g. sensible amounts of 'screen time'.<br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | |

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| **What Computing looks like in Year 1: Computing Objectives** | **Year 1** | ***Computing systems and networks***<br>Technology around us<br>Recognising technology in school and using it responsibly.<br><br>***Creating media***<br>Digital painting Choosing appropriate tools in a program to create art and making comparisons with working non-digitally. | ***Programming A***<br>Moving a robot<br>Writing short algorithms and programs for floor robots, and predicting program outcomes.<br><br>***Data and information***<br>Grouping data Exploring object labels, then using them to sort and group objects by properties. | ***Creating media***<br>Digital writing<br>Using a computer to create and format text, before comparing to writing non-digitally.<br><br>***Programming B***<br>Programming animations<br>Designing and programming the movement of a character on screen to tell stories |
| **What you may see in provision or the routines of the day** | Children have access to a variety of interactive games<br>Children are shown songs and dances<br>Online safety is discussed and shared<br>Children are shown videos and images to inspire learning<br>Reception children sometimes have access to iPad<br>Children learn about patterns and encourage to make repeating patterns<br>Children have time with Beebots in Reception<br>We discuss the importance of reduction of screen time and safety online | | | |
| **Vocabulary** | On Off Switch Backwards Forward Instruction Sound Moving<br>Choices Create Internet<br>Website<br>Share<br>Technology | | | |