

Computing Progression of Skills - EYFS

Strand	Computer Science	Digital Literacy	Information Technology	Online Safety
Relevant ELGs	<p>ELG Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>ELG Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>ELG People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>ELG Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>
What might this look like in the EYFS?	<p>Children in Early Years are already immersed in a programmed world. They experience it every day of their lives when:</p> <ul style="list-style-type: none"> • 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. <p>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 making jam sandwiches in maths, use of control toys like remote control cars, BeeBots or apps on iPads.</p>	<p>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.</p> <p>They will Interact with adults and their peers and explore their environment using multimedia equipment, including cameras, microscopes, iPads 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. talking postcards and age appropriate apps.</p>	<p>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.</p> <p>Children's experiences in this area should include exploring:</p> <ul style="list-style-type: none"> • the technology they encounter at home and school (e.g. role play toys, photocopiers, iPads etc.) • how technology has changed over time and how it differs across cultures by sharing artefacts, photos and videos, and asking others. (Links to history). 	<p>It is important for children to learn to be e-safe from an early age. Practitioners and teachers of children in the infant years 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 safely, handling potentially dangerous equipment in the home or at the swimming pool.</p> <p>With the very youngest children, many of the key online 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.</p>