

# Computing

| Age Phase   | Year Group | Area of learning         | Early Learning Goal   |
|-------------|------------|--------------------------|---|
| Early Years | Reception  | Physical Development     | <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>  |
|             |            | Understanding the world  | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> |
|             |            | Communication & Language | <p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>   |

| EYFS Curriculum Overview and Links to National Curriculum   |  |   |
|---|--|---|
| Autumn  | Spring                                       | Summer  |
| Learning Activities linked to 'Marvellous Me' & 'Let's Celebrate'.  | Learning Activities linked to 'On the Move'. | Learning Activities linked to 'A Bug's Life' & 'Superheroes'. |
| <p>Children are exposed and given opportunities to explore a range of computing apparatus during teaching of other subject areas and continuous provision. This is based upon children's interests and in preparation for the National Curriculum in Year 1. The following learning activities incorporate computing:</p> <ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Taking a photograph with a camera or tablet/iPad</li> <li>• Searching for information on the internet</li> <li>• Playing games on the interactive whiteboard or iPad</li> <li>• Exploring an old typewriter or other mechanical toys</li> <li>• Using a Beebot or other programmable toys</li> <li>• Watching a video clip</li> </ul> |  |   |

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• listening to music/ audiobooks</li> <li>• using electric toys/ remote control etc</li> </ul>  |  |   |
| <p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• We're Going on a Bear Hunt – Michael Rosen</li> <li>• We're Going to Find the Monster – Malorie Blackman</li> <li>• The Gingerbread Man – Mara Alperin</li> </ul>   | <p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• The Naughty Bus – Jan Oke</li> <li>• The Journey Home – Frann Preston-Cannon</li> <li>• Meerkat Mail – Emily Gravett</li> </ul>   | <p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• Supertato – Sue Hendra</li> <li>• The Very Hungry Caterpillar – Eric Carle</li> </ul>  |
| <p>Key Vocabulary</p> <p>Technology, tablet, iPad, CD player, computer, mouse, interactive whiteboard, internet, internet safety, camera, button, click, home screen</p>   |  |   |
| <p>Links to Further Study in Key Stage 1</p>   | <p>Links to Further Study in Key Stage 1</p>   | <p>Links to Further Study in Key Stage 1</p>  |
| <ul style="list-style-type: none"> <li>• Year 1, Be able to explain that technology is something that can help us and give examples from around the classroom.</li> <li>• Be able to name the main parts of a desktop computer</li> <li>• Be able to use a mouse to click and drag objects</li> <li>• Be able to use a mouse to create a simple picture</li> <li>• Be able to use a keyboard to type their name</li> </ul> | <p>Year 1,</p> <ul style="list-style-type: none"> <li>• Be able to move a floor robot backwards, forwards, left and right.</li> <li>• Be able to predict the outcome of a sequence of commands.</li> <li>• Be able to combine movements to create their own simple sequences.</li> </ul>               | <p>Year 1,</p> <ul style="list-style-type: none"> <li>• Be able to type capital and lower-case letters.</li> <li>• Be able to type numbers</li> <li>• Be able to use the tool bar to create a space and the arrow keys to move the cursor.</li> <li>• Be able to use bold, italic and underline.</li> <li>• Be able to change the font type.</li> </ul>             |
| <p>Year 2,</p> <ul style="list-style-type: none"> <li>• Be able to identify which devices can be used to take photographs.</li> <li>• Be able to capture their own photographs both landscape and portrait.</li> </ul>   | <p>Year 2,</p> <ul style="list-style-type: none"> <li>• Understand that a series of instructions is known as a sequence.</li> <li>• Use an algorithm to program a sequence on a floor robot.</li> <li>• Be able to create algorithms to move a floor robot along different routes on a mat.</li> </ul> | <p>Year 2,</p> <ul style="list-style-type: none"> <li>• Be to explore how people may not be honest about who they are or how they look online. Also that some people may act differently online than they do online.</li> <li>• Understand how information put online about some can last a long time and that online information can be seen by others.</li> </ul> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Be able to discuss things to consider when taking a photograph to make it a good photograph.</li><li>• Be able to use simple editing photographs including cropping and lighting.</li></ul> |  | <ul style="list-style-type: none"><li>• Learn what is meant by 'private' and 'keeping things private' when we are online. Be able to give examples of some of the way we can keep personal information private online.</li></ul> |
|---|--|--|