Yearly Skills & Knowledge Progression
Subject: Computing
Year group: Reception

	Half Term 1	Half Term 2
Autumn	**Knowledge**: Know how to use the IWB. **Skills**: Can apply their knowledge of these technologies for a purpose i.e. take photos, create a picture. **SMSC**: taking turns with equipment (social) **BV**: Rule of Law	**Knowledge**: Know how to use the Activall and Anomoly Board. **Skills**: Can apply their knowledge of these technologies for a purpose i.e. take photos, create a picture. **SMSC**: taking turns with equipment (social), using devices in role play (spiritual) **BV**: Rule of Law
	What can make this personal to Dovers Green? *Sessions on how to use Activall and Anomaly Board so these can be used during playtimes*	
Spring	**Knowledge**: Know how they access the internet through technology. Know they use technology at home and school and begin to name these. Know to tell an adult if they see something they don't like online. Begin to understand how to use technology safely (Safer Internet Day February). **SMSC**: Children will begin to understand ways to stay safe when using technology and take part in the national Safer Internet Day (social & moral) **BV**: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	**Knowledge**: Know how to access apps on the iPad (camera) and use the IWB. **Skills**: Can apply their knowledge of these technologies for a purpose i.e. take photos, create a picture. **SMSC**: taking turns with equipment (social), using devices in role play (spiritual) **BV**: Rule of Law
	What can make this personal to Dovers Green? *Teaching of 'Zip It, Block It, Flag It'.* *Children have access to the resources to use during continuous provision & the opportunity to access coding from Reception.*	
Summer	**Knowledge**: Know some devices use instructions to tell them what to do (Code-a-Pillar, Bee Bots). **Skills**: Can direct a toy by telling it instructions to make it move. **SMSC**: taking turns with equipment, giving instructions to a programmable toy and say when it doesn't do what they expect (social) **BV**: Rule of Law, Democracy	**Knowledge**: Know some devices use instructions to tell them what to do (Cubetto, Unplugged coding resources). **Skills**: Can say when a toy doesn't behave how they expected. **SMSC**: taking turns with equipment, giving instructions to a programmable toy and say when it doesn't do what they expect (social) **BV**: Rule of Law, Democracy
	What can make this personal to Dovers Green? *Children have access to the resources to use during continuous provision & the opportunity to access coding (Cubetto, code-a-pillar and BeeBots) from Reception.*	

The development of SMSC and the promotion of British Values within Computing - EYFS

SMSC	**Spiritual**: Children are encouraged to develop their creativity and imagination during learning play. This is also evident in computing when they are shown how to use a range of apps (including paint, videos, coding) to demonstrate their creativity and imagination in different ways. **Moral**: Children will be developing an understanding of there being a consequence for their actions and behaviour. This will be taught when the children are shown how to use a range of equipment with respect, both for the equipment and also to their peers they are sharing equipment with. **Social**: Throughout the year the children's social skills are developing further. Through the use of computing the children will be talking with their peers about how to use different equipment, discussing when things happen they don't expect when using programmable toys and cooperating well to use equipment in different contexts i.e. role play. **Cultural**: The use of technology to support children's knowledge of different cultures, beliefs as well as national and global events that happen. This will be through the use of websites and videos to support children's learning at an age-appropriate level.
British Values	**Democracy;** Encourage respect for democracy by making decisions together when sharing devices. **Rule of Law;** Enable students to distinguish right from wrong when learning about staying safe online. **Respect and Tolerance;** Encourage students to accept responsibility for their behaviour and be aware of their impact on others, for example, online safety, using a variety of equipment respectfully. **Individual Liberty;** Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning.