

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

	Half Term 1	Half Term 2
Autumn	All About Me <u>Kapow unit: Computing systems and networks</u> Focus: Using a computer Skills: I can register my attendance by touching on the IWB. I can locate relevant keys on a keyboard I can log in and out of a computer Develop control when using a mouse/curser Develop mouse/curser control – clicking and dragging Know how to use the Activall whilst holding a ball. Play on a touch screen game and use computers/keyboards/mouse in role play Dictate short, clear sentences into a digital device.	Fall into a Fairytale <u>Kapow unit: Programming 1</u> Focus: All about instructions Skills: To follow instructions as part of practical activities and games To learn to give simple instructions Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Build constructive and respectful relationships.
	Key vocabulary: Interactive, screen, keyboard, mouse, device, computer, monitor ,keyboard, mouse, log in, log out, left-click, right-click, arrow	Key vocabulary: Instructions, timer, describe, adjective, two-part instructions
Spring	Who lived long ago? <u>Internet safety</u> Focus: Begin to understand how to use technology safely (Safer Internet Day 9th February) Skills: Know what the word, technology, means and what devices they use at home and school. Know to tell an adult if they see something they don't like online. Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. Explain how this could be either in real life or online. Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know.	Life on Earth <u>Kapow unit: Computing systems and networks</u> Focus: Exploring hardware Skills: Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Describe what they see, hear and feel whilst outside (or inside) Playing and exploring Active learning

	Key vocabulary Username, password, safe, tell, stranger danger	Key vocabulary Camera, iPad, tablet lens, point, shoot, capture, picture, image, gallery, record, photograph, photographer, still, blurred, blurry, crisp
Summer	Animals Big and Small Kapow unit: Programming 2 <u>Focus: Programming Beebots</u> Skills: To experiment with programming a Beebot/Blue-bot and to learn how to give simple commands To learn to debug instructions, with the help of an adult, when things go wrong	On the Move Kapow unit: Data handling <u>Focus: Introduction into data</u> Skills: To understand how to represent data in a pictogram To understand how to read a simple pictogram Count objects, actions and sounds.
	Vocabulary Beebot, buttons, forward, backward, left, right, clear	Vocabulary Pictogram, graph, column, row, square, data, collect, record, count, more, less, in total, altogether, most popular, least popular
	What can make this personal to Dovers Green? Sessions on how to use Activall and during playtimes, learn how to use the Anomaly Board Teaching of 'Zip It, Block It, Flag It'. Children have access to the resources to use during continuous provision Children have access to the resources to use during continuous provision & the opportunity to access coding (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.