West Park Primary School – EYFS Computing (Nursery)

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and e-safety.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Understanding The World	I can begin to talk about what technology is used at home. (NC 5 Digital Literacy inc. e-safety)	I can begin to talk about what technology is used outdoors. (NC 5 Digital Literacy inc. e-safety)	I can begin to talk about what technology is used in the world around me. (NC 5 Digital Literacy inc. e-safety)
Communication and Language	I can begin to talk about what technology is used at home. (NC 5 Digital Literacy inc. e-safety)	I can begin to talk about what technology is used outdoors. (NC 5 Digital Literacy inc. e-safety)	I can begin to talk about what technology is used in the world around me. (NC 5 Digital Literacy inc. e-safety)
Personal Social and Emotional Development	I am beginning to understand who can help me when I am feeling worried (NC 6 Digital Literacy inc. e-safety) I am beginning to understand why I need to take care with electronic devices and their plugs and wires. (NC 6 Digital Literacy inc. e-safety) I am beginning to understand why having clean hands is important when using shared devices. (NC 6 Digital Literacy inc. e-safety) I beginning to show that I can use devices with care. (NC 6 Digital Literacy inc. e-safety)	I can identify some of the technology used around me. (NC 6 Digital Literacy inc. e-safety) I am beginning to show that I can use devices with care. (NC 6 Digital Literacy inc. e-safety)	I am starting to show that I understand how to be kind to others. (NC 6 Digital Literacy inc. e-safety) I beginning to show that I can use devices with care. (NC 6 Digital Literacy inc. e-safety)

Physical Development	I am starting to use the touchpad/screen on a tablet (iPad) to select a given app. (NC 6 Digital Literacy inc. e-safety)	I am beginning to find some of the letters of the alphabet on an onscreen keyboard. (NC 6 Digital Literacy inc. e-safety) I am beginning to identify some of the number keys on an onscreen keyboard. (NC 6 Digital Literacy inc. e-safety)	I can use a laptop touchpad. (NC 6 Digital Literacy inc. e-safety) I am beginning to find some of the letters of the alphabet on an onscreen keyboard. (NC 6 Digital Literacy inc. e-safety) I am beginning to identify some of the number keys on an onscreen keyboard. (NC 6 Digital Literacy inc. e-safety)
Literacy	Apps will be used to support children's learning and understanding: **Word Reading** Understanding the 5 key concepts of print. Example Activities can be found HERE **Writing** Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	Apps will be used to support children's learning and understanding: **Word Reading** Understanding the 5 key concepts of print. Example Activities can be found HERE **Writing** Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	Apps will be used to support children's learning and understanding: **Word Reading** Understanding the 5 key concepts of print. Example Activities can be found HERE **Writing** Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.

	Example Activities can be found HERE **Comprehension** Develop their phonological awareness. Engage in extended conversations about stories, learning new vocabulary. Example Activities can be found HERE	Example Activities can be found HERE **Comprehension** Develop their phonological awareness. Engage in extended conversations about stories, learning new vocabulary. Example Activities can be found HERE	Example Activities can be found HERE **Comprehension** Develop their phonological awareness. Engage in extended conversations about stories, learning new vocabulary. Example Activities can be found HERE
Mathematics	Apps will be used to support children's learning and understanding: **Number** Develop fast recognition of up to 3 objects. Recite numbers past 5. Say one number for each item in order. Know the cardinal principle. Link numbers and amounts. Experiment with their own symbols and marks as well as numerals.	Apps will be used to support children's learning and understanding: **Number** Develop fast recognition of up to 3 objects. Recite numbers past 5. Say one number for each item in order. Know the cardinal principle. Link numbers and amounts. Experiment with their own symbols and marks as well as numerals.	Apps will be used to support children's learning and understanding: **Number** Develop fast recognition of up to 3 objects. Recite numbers past 5. Say one number for each item in order. Know the cardinal principle. Link numbers and amounts. Experiment with their own symbols and marks as well as numerals.

	Solve real world mathematical problems with numbers to 5. Compare quantities using language: ‘more than’ ‘fewer than’. **<u>Numerical Patterns</u>** Talk about and explore 2D and 3D shapes. Understand position through words alone. Describe a familiar route. Discuss routes and locations. Make comparisons between objects relating to size, length, weight, and capacity. Select shapes appropriately. Combine shapes to make new ones. Talk about and identify patterns. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.	Solve real world mathematical problems with numbers to 5. Compare quantities using language: ‘more than’ ‘fewer than’. **<u>Numerical Patterns</u>** Talk about and explore 2D and 3D shapes. Understand position through words alone. Describe a familiar route. Discuss routes and locations. Make comparisons between objects relating to size, length, weight, and capacity. Select shapes appropriately. Combine shapes to make new ones. Talk about and identify patterns. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.	Solve real world mathematical problems with numbers to 5. Compare quantities using language: ‘more than’ ‘fewer than’. **<u>Numerical Patterns</u>** Talk about and explore 2D and 3D shapes. Understand position through words alone. Describe a familiar route. Discuss routes and locations. Make comparisons between objects relating to size, length, weight, and capacity. Select shapes appropriately. Combine shapes to make new ones. Talk about and identify patterns. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.

	Begin to describe a sequence of events. Example Activities can be found [HERE](#)	Begin to describe a sequence of events. Example Activities can be found [HERE](#)	Begin to describe a sequence of events. Example Activities can be found [HERE](#)
Expressive Arts and Design	Apps will be used to support children's learning and understanding: **Being Imaginative and Expressive** Make imaginative and complex 'small worlds'. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Example Activities can be found [HERE](#) **Creating With Materials** Explore different materials freely to develop their ideas about how to use them and what to make.	Apps will be used to support children's learning and understanding: **Being Imaginative and Expressive** Make imaginative and complex 'small worlds'. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Example Activities can be found [HERE](#) **Creating With Materials** Explore different materials freely to develop their ideas about how to use them and what to make.	Apps will be used to support children's learning and understanding: **Being Imaginative and Expressive** Make imaginative and complex 'small worlds'. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Create their own songs or improvise a song around one they know. Example Activities can be found [HERE](#) **Creating With Materials** Explore different materials freely to develop their ideas about how to use them and what to make.

	Develop their own ideas and then decide which materials to use to express them. Use closed shapes with continuous lines and begin to use these shapes to represent objects. Example Activities can be found HERE	Develop their own ideas and then decide which materials to use to express them. Use closed shapes with continuous lines and begin to use these shapes to represent objects. Example Activities can be found HERE	Develop their own ideas and then decide which materials to use to express them. Use closed shapes with continuous lines and begin to use these shapes to represent objects. Example Activities can be found HERE
Apps (For progression into KS1 and beyond at West Park Primary School) – *NOT GIVEN IN SET TERMS, Apps used and skills developed across the academic year.*	 • With support I can complete a simple task on Purple Mash or Mini Mash. (NC1, NC4, NC5, NC6 Computer Science, Information Technology, Digital Literacy (inc. E-Safety).)	 • With support I can complete a simple task on Numbots. • (NC5, NC6 Information Technology, Digital Literacy (inc. E-Safety).)	 • With support I can open the Seesaw app using an iPad. • With support I can take a picture of my work using the see-saw app. (NC4, NC5, NC6 Information Technology, Digital Literacy (inc. E-Safety).)

Progression into Year 1

We intend to ensure that computing at the EYFS stage at West Park Primary School prepares children for access to the National Curriculum's Computing standards. The standards of the National Curriculum outlined for Key Stage 1 are as follows:

Key stage 1

Pupils should be taught to:

♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (NC1)

♣ create and debug simple programs. (NC2)

♣ use logical reasoning to predict the behaviour of simple programs. (NC3)

♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content. (NC4)

♣ recognise common uses of information technology beyond school. (NC5)

♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. (NC6)

Each activity within this document is cross-referenced with these standards (where appropriate). This can be found ear-marked after each task using the format (NC#) Each activity is also referenced to the areas of computing (Computer Science, Information Technology, Digital Literacy (inc. E-Safety).

Children in Early Years will also be exposed to a variety of apps that are used to aid learning into Key Stage 1 and beyond. In EYFS these specific apps are outlined in the plan above.