

West Park Primary School – EYFS Computing (Reception)

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 talk about what technology is used at home. (NC 5 Digital Literacy inc. e-safety)	I can talk about what technology is used outdoors. (NC 5 Digital Literacy inc. e-safety)	I can talk about what technology is used in the world around me. (NC 5 Digital Literacy inc. e-safety)
Communication and Language	I can talk about what technology is used at home. (NC 5 Digital Literacy inc. e-safety)	I can talk about what technology is used outdoors. (NC 5 Digital Literacy inc. e-safety)	I can talk about what technology is used in the world around me. (NC 5 Digital Literacy inc. e-safety)
Personal Social and Emotional Development	<p>I know who can help me when I am feeling worried (NC 6 Digital Literacy inc. e-safety)</p> <p>I can understand why I need to take care with electronic devices and their plugs and wires. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can understand why having clean hands is important when using shared devices. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can use devices with care. (NC 6 Digital Literacy inc. e-safety)</p>	<p>I can explain what it means for something to be private. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can identify the technology used around me. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can use devices with care. (NC 6 Digital Literacy inc. e-safety)</p>	<p>I can show that I understand how to be kind to others. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can use devices with care. (NC 6 Digital Literacy inc. e-safety)</p>
Physical Development	I can use the touchpad/screen on a tablet (iPad) to select a given app. (NC 6 Digital Literacy inc. e-safety)	I can find some of the letters of the alphabet on an onscreen keyboard. (NC 6 Digital Literacy inc. e-safety)	I can use a laptop touchpad. (NC 6 Digital Literacy inc. e-safety)

		<p>I can type numbers using an onscreen keyboard. (NC 6 Digital Literacy inc. e-safety)</p>	<p>I can find most of the letters of the alphabet on a keyboard. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can type numbers using a keyboard. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can type capital letters and lower case and know how to change between these. (NC 6 Digital Literacy inc. e-safety)</p> <p>I can use a mouse to make the cursor move around the computer screen where I want it to go. (NC 6 Digital Literacy inc. e-safety)</p>
<p>Literacy</p>	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Example Activities can be found [HERE](#)

Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Example Activities can be found [HERE](#)

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play

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Mathematics	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p><u>Number</u> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Example Activities can be found HERE</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,</p>	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p><u>Number</u> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Example Activities can be found HERE</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,</p>	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p><u>Number</u> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Example Activities can be found HERE</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,</p>

	<p>less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Example Activities can be found HERE</p>	<p>less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Example Activities can be found HERE</p> <p><u>Early Coding</u> I can use ‘2 go’ to create simple instructions using positional language. (NC 1,2,3 Computer Science)</p> <p>I can spot mistakes in mathematical patterns. (NC 1,2,3 Computer Science)</p> <p>I can predict what outcomes a set of instructions will give. (NC 1,2,3 Computer Science)</p>	<p>less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Example Activities can be found HERE</p> <p><u>Early Coding</u> I can use ‘2 go’ to create simple instructions using positional language.(NC 1,2,3 Computer Science)</p> <p>I can spot mistakes in mathematical patterns. (NC 1,2,3 Computer Science)</p> <p>I can predict what outcomes a set of instructions will give. (NC 1,2,3 Computer Science)</p>
Expressive Arts and Design	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p><u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p><u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Apps will be used to support children to meet the early learning goals outlined below:</p> <p><u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p>

	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Example Activities can be found HERE</p> <p><u>Creating With Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Example Activities can be found HERE</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Example Activities can be found HERE</p> <p><u>Creating With Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Example Activities can be found HERE</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Example Activities can be found HERE</p> <p><u>Creating With Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Example Activities can be found HERE</p>
<p>Apps (For progression into KS1 and beyond at West Park Primary School) – <i>NOT GIVEN IN SET TERMS, Apps used and skills developed across the academic year.</i></p>	 <ul style="list-style-type: none"> • I can login to Purple Mash and/or Mini Mash using my username and password. • I can save work in my own tray\folder when I am using Mini\Purple Mash. 	 <ul style="list-style-type: none"> • I can login to Numbots using my username and password. • I can select and complete a game from 'story mode' independently. 	 <ul style="list-style-type: none"> • I can open the Seesaw app using an iPad. • I can take a picture of my work using the see-saw app.

	<ul style="list-style-type: none"> • I can open work that I have done earlier. • I can find and complete 2Dos that my teacher has set for me. • I can logout of Purple Mash and/or Mini Mash once my task is completed. <p>(NC1, NC4, NC5, NC6 Computer Science, Information Technology, Digital Literacy (inc. E-Safety).)</p>	<ul style="list-style-type: none"> • I can replay an old game in 'story mode' to improve my score. • I can use the 'custom shack' feature to upgrade my avatar. • I can logout of Numbots once my task is completed. <p>(NC5, NC6 Information Technology, Digital Literacy (inc. E-Safety).)</p>	<ul style="list-style-type: none"> • I can add a 'drawing' on the Seesaw app that includes my name. • I can save my work on Seesaw by identifying my own area of the 'class journal'. <p>(NC4, NC5, NC6 Information Technology, Digital Literacy (inc. E-Safety).)</p>
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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.