

Computing– EYFS

Technology can play a role in supporting early communication, language and literacy. It can offer new learning opportunities through eBooks, apps, and even video calling. In the same way that ‘mark-making’ is a natural prelude to writing, playful use of technology is a natural prelude to more purposeful and directed uses of technology. Young children need, therefore, to be given opportunities to use technology within their play prior to using it more formally. Whilst children are developing their understanding of these technologies, practitioners should be drawing their attention to the technology that’s being used in the world around them, from mobile phones to pedestrian crossings. Practitioners should also provide a positive role model by showing children that adults use technology for their own purposes and by talking to the children about the value they place on this use. In this way children will see technology used for real purposes and will develop the understanding that technologies are tools to be used when they’re needed and that they’re not used just for the sake of it. They will develop a positive disposition towards technology and a motivation to use it both now and in the future.

Reception

Building blocks to:

Know that the internet is exciting but we need to be safe.

Understand what is meant by private information.

Know what is meant by staying safe on the internet.

Know that ICT can be used to communicate information electronically

Create a multimodal story

Follow instructions to navigate a simple website.

Know what a keyboard is for.

Enter single letters from a keyboard to write words and sentences.

Know when and how to use the SPACE BAR.

Use a mouse/trackpad, left click, switch on.

Make a clean page on a paint program.

Explore paint tools and brushes.

Take a photograph.

Use a painting program to create a representation and simple patterns.

Click volume, print, new page, exit.

Record and play sounds.

Using Google images as a search tool with adult support.

Enter data into a pictogram and use it to find answers to simple questions (on whiteboard).

Put instructions in the correct sequence to achieve the correct results.

Use a CD player and be able to play, stop and pause and control volume.

Use instructions such as forwards, backwards, turn, left, right.

Predict the outcome of a set of instructions and test the results.

Complete a simple program.

Use a simple website to access content.

Explore a simple adventure game

- Upload images to Seesaw
- Scan QR codes to go on websites
- Use CD player independently
- Use electronic toys eg walkie talkies
- Access Purple Mash in play

Role of adult:

- Model directional language when playing games
- Teach discretely new skills
- Use Google Earth / Google Maps and street view