Broomhill First School

Computing in the EYFS

- 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 our curriculum ensures that children enter Year 1 with a strong foundation of knowledge which can be built on throughout KS1 and then KS2.
- Computing activities 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 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 all-important online safety. Online safety and the awareness of 'safer strangers' are contextual safeguarding priorities within Broomhill First School.
- We aim to develop the Cultural Capital of children through computing. Technology is important in so many industries and jobs and the children at Broomhill are particularly exposed to many jobs in the STEM industry. By preparing our children to use technology with a purpose, we are enabling our children to have a better understanding of the local community and of the wider world to inspire a wide range of future careers.

Intent			Implementation	Impact
Development Matters **3-4 years will be learning to:**	**Development Matters** **Reception children will be learning to:**	**ELG**	**How this achieved in EYFS**	**Sticky Knowledge** By the end of EYFS the children will know…
Communication and Language: • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". **Personal, Social and Emotional Development:** • Select and use activities and resources, with help when needed. • Increasingly follow rules, understanding why they are important. **Physical Development** • Use one-handed tools and equipment.	**Communication and Language:** • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Retell the story **Personal, Social and Emotional Development:** • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: • sensible amounts of	**Communication and Language:** • Offer explanations for why things might happen, making use of recently introduced vocabulary **Personal, Social and Emotional Development: Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly **Expressive Arts**	**Continuous Provision:** Available throughout the day for focussed and self-chosen learning. Across the year, a range of technology is available within the classroom and outside for the children to access, both independently and with an adult. - Smart interactive TV screens - Listening equipment – Tonie box and headphones - iPads - Remote control toys - Battery operated toys - Beebots - Busy things platform - exploring old typewriters / computers / mechanical toys	**Communication and Language:** • I can give and follow simple instructions. • I know technology is a powerful way to communicate with others. **Personal, Social and Emotional Development** • I know I can wait a short amount of time for something I want eg: a computer loading / an App to work.. • I know how to complete a familiar task independently and with support will try new things. Eg: a computer programme / Beebot. • I can select tools and resources that I need to complete a task of my own choosing. Contextual Safeguarding Links: • I know how to be safe online.

Understanding the World • Show interest in different occupations • Explore how things work. **Expressive Arts and Design:** • Take part in simple pretend play, using an object to represent something else even though they are not similar.	'screen time' • **Physical Development:** • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. **Expressive Arts and Design:** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop story lines in their pretend play. •	**and Design: Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Understanding the World: Past and Present** • Talk about the lives of people around them and their roles in society. • Know some differences and similarities between things in the past and now, drawing on their experiences. **People, Culture and Communities:** • Describe their immediate environment using knowledge from observation, discussion, texts, maps	- telephones, keyboards, cameras, walkie talkies used as props for role play **Contextualised Safeguarding:** Online Safety - Take part in Safer Internet Day - Talk about safe passwords - Talk about relevant safety on devices at home and how to ask an adult for help. **Contextualised Safeguarding:** Safer Strangers - Learn about strangers in the real world and relate to the online world through stories (e.g. Once Upon Online). **Early algorithms:** - Children will use listen to and follow instructions throughout each day. - Children will sequence events and stories.	• I know that a password is secret. • I know who can help me when I am using a device. • I know that we can't always see the people we can talk to online. **Physical Development** • I know how to use an iPad or tablet appropriately. • I know how to use my fingers to control a touch screen device. **Understanding the World** • I know how to use a camera e.g. on an iPad. • I know how to work a simple programmable toy. • I can select and use technology for particular purposes. • I know that technology and machines are used in some industries and jobs. History: Past and Present Links: • I know how technology is used in my own home. • I know that technology has changed since my adults were young. **Expressive Art and Design** • I know how to use a range of technology safely for a purpose. • I know how to use technological devices in my role play.
				<u>**Vocabulary:**</u> • Computer, iPad, tablet, App, button, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password

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