



PEMBRIDGE CE PRIMARY SCHOOL

Inspiring learning through faith and values

EXPLORING COMPUTING in the EYFS

Pembroke is a school where we encourage everyone to be **inspired** through faith in God and to live by Christian values so that our **teaching and learning** is of the highest quality, our whole community **flourishes** and we reflect all that is worthy of **praise**.

How do we provide a foundation of computational thinking skills and knowledge in the EYFS?

Developmental Matters (linked to computing)	The Early Learning Goals (linked to computing)	Bridging to KS1 National Curriculum	Specific learning to Pembroke CE Primary School	How might this look like in our Early Years provision?
Three- and Four-Year Olds: Personal, Social & Emotional Development - Remember rules without needing an adult to remind them. Physical Development - Match their developing physical skills to tasks and activities in the setting. Understanding the World - Explore how things work. Reception Children: 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 '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	Children at the expected level of development will: Personal, Social & 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 & Design Creating with Materials: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	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. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or	- We use the Barefoot Computing scheme to support children in EYFS gain computational thinking skills. - Internet safety day for whole school and age-appropriate resources through using stories e.g. 'Penguin Pig'. - Outside agencies offer support and visit to offer CPD for staff and support children e.g. MRPICT. - Children have access to laptops or iPads in their continuous provision. - Children understand they can gather information from the internet and do so, with adult support.	- Talking about technology that they use at home. - Talk about how to stay safe on the internet. - Taking photographs of their models, using the iPad. - Accessing phonics and maths games on the iPad. - Being able to turn the iPad on and off. - Draw pictures, using an art programme. - Be part of a whole class Photo Story. - Record their oral storytelling and role play/puppet shows. - Use the CD player. - With support, use the popcorn maker, microwave, flat grill and smoothie maker during snack time and cookery sessions. - Use the online library system to take out books. - Using Animate to make up stories.

• Explore, use and refine a variety of artistic effects to express their ideas and feelings.		contact on the internet or other online technologies.		• Using the Bee-Bots to create simple algorithms. • Use the internet to listen to stories and rhymes. • Barefoot Education resources.
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