

Computing Progression Document – EYFS

Early Years Computing may not be part of the EYFS framework; however, it is during this stage that children build foundations for computational thinking which is further developed throughout Years 1-6 covering the National Curriculum. We live in a digital world full of technology that is integrated into the lives of young children. In the EYFS the children develop their listening skills, problem solving abilities and thoughtful questioning.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age ranges for three and four-year-olds and Reception to match the programme of study for computing.

Computing			
NURSERY	Personal, Social and Emotional Development		- Remember the rules without an adult having to remind them
	Physical Development		- Match their developing physical skills to tasks and activities in the setting
	Mathematics		- Solve real world mathematical problems with numbers up to 5. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.
	Understanding the World		- Explore how things work.
RECEPTION	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
	Mathematics		- Count objects, actions and sounds. - Link the number symbol (numeral) with its cardinal number value. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Continue, copy and create repeating patterns
	Expressive Arts and Design		- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	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 & Design	Creating with materials	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Skills Progression

	Nursery (3-4 year olds)	Reception (4-5 year olds)
Computer Science	- Anticipates repeated sounds, sights and actions – e.g. When an adult demonstrates an action toy several times. - Plays with a range of materials to learn cause and effect e.g. – makes a string puppet using string to suspend the puppet. - Operates mechanical toys e.g. – turns the knob on a wind-up toy and pulls back on a friction car. - Uses pipes, funnels and other tools to carry out/ transport water from one place to another. - Gives commands/instructions e.g., forward, backwards, go, stop, when using simple software/hardware - Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.	- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. - Knows that information can be retrieved from digital devices and the internet, - Shows an interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets. - Follows instructions as part of practical activities and games. - Learns to give simple instructions and understands that they must be in the correct order. - Understands that an algorithm is a set of clear and precise instructions. - Experiments with programming a Bee-bot and learns how to give simple commands. - Learns to debug instructions, with the help of an adult, when things go wrong.
Information Technology	- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them. - Seeks to acquire basic skills in turning on and operating some digital equipment. - Can investigate touch capable technology. - Experience simple apps and software and use these to present ideas – e.g. – draw a picture, record a sound, etc.	- Able to understand what a computer keyboard is and recognise some letters and numbers. - Able to make spaces in-between words. - Able to type capital letters and lower-case - Learns how to log in and log out. - Can create content such as video recording, stories and drawing pictures on a screen using a simple online paint tool. - Uses IT hardware to interact with age-appropriate apps. - Can use the internet with adult supervision to find and retrieve information of interest to them.

		- Inputs commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe) - Inputs commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). - Manages a device by correctly closing websites or apps and safely turning on and off. - Knows how to operate simple equipment e.g. — turn on the interactive board, use a remote control.
Digital Literacy	- Recognise technology that is used at home and in school. - Understand what a computer is and the different uses of computers i.e., learning, communicating, finding information, playing games etc. - Identify some simple examples of personal information (name, birthday, age, where they live, etc..). - Identify people they trust in the network around them	- Developing digital literacy skills by being able to access, understand and interact with a range of technologies. - Can give simple examples of rules when staying safe online. - Can give examples of devices in the home that might be connected to the internet - Can give examples of when they should ask permission to do something online and explain why this is important. - Can recognise some ways in which technology might be used to communicate with people they know - To know that sorting objects into various categories can help you locate information. - To know that using yes/no questions to find an answer is a branching database. - To know that a pictogram is a way of showing information.