

EYFS Computing



Overview of Computing in the Early Years Foundation Stage:

Prerequisite skills for Computing in the Early Years are mainly taught through the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately, referring to the Characteristics of Effective Teaching and Learning.

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

Computing			
Three and Four Year Olds	<i>Personal, Social and Emotional Development</i>		<ul style="list-style-type: none"> Remember the rules without needing an adult to remind them
	<i>Physical Development</i>		<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting
	<i>Understanding the World</i>		<ul style="list-style-type: none"> Explore how things work
Reception	<i>Personal, Social and Emotional Development</i>		<ul style="list-style-type: none"> 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
	<i>Physical Development</i>		<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently
	<i>Expressive Arts and Design</i>		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings
Early Learning Goal	<i>Personal, Social and Emotional Development</i>	<i>Managing Self</i>	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge Explain the reasons for rules, know right from wrong and try to behave accordingly
	<i>Expressive Arts and Design</i>	<i>Creating with Materials</i>	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Key Vocabulary:

Button: In computing, the term button refers to any graphical control element that provides the user a simple way to trigger an event.

Camera: A digital camera is a hardware device that takes photographs and stores the image as data on a memory card.

Computer: A device that takes input, processes it, then produces output.

Control: In general, control refers to the ability to manage, organise, or run something on a computer.

Google: Is one of a number of search engines that help us find information on the web.

Information: Data processed and/or presented to users in a meaningful way.

Instructions: Computer instructions are a set of steps.

Internet: The global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.

iPad/tablet: The iPad and tablets are types of handheld computers.

Keyboard: A board of keys. One of the primary input devices used with a computer.

Printer: A printer is an external hardware output device that takes the electronic data stored on a computer or other device and generates a hard copy of it.

QR Code: A QR code (short for "quick response" code) is a type of barcode that contains a matrix of dots. It can be scanned using a QR scanner or a smartphone with built-in camera.

Robot: Robots have a reprogrammable brain (a computer) that moves a body.

Share: Sharing is the practice of sharing or offering access to digital information or resources, including documents, multimedia (audio/video), graphics, computer programs, images and e-books.

Technology: Technology is the skills, methods, and processes used to achieve goals.

Zoom: To cause text or other graphics in a window or frame to appear larger on the screen.