

Nursery –

Progression through EYFS

Understanding the World: Computing Overview

Playing & Exploring - Engagement		Active Learning - Motivation			Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 			<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 		
ELG NO ELG's are represented for this area.							
Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as interactive screen, table top computer and tablets 	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support 	<ul style="list-style-type: none"> Know how to handle equipment safely Begin to know that they shouldn't use devices without supervision 	<ul style="list-style-type: none"> Knows that information can be retrieved from digital devices and the internet 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	Choices, equipment, buttons, movement, screen, keyboard, count, organise	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

Nursery Knowledge	All About Me	Families and Celebrations	Traditional Tales and farm animals	Growing and changing	People who help us	Chester Zoo/Knowsley Safari
	Explore different toys in role play such as telephones, cameras, keyboards.	•Can operate a simple CD player by pressing start and stop to play music.	•Understands that we can search for information on 'google' by typing in a word to find out more.	•Can use a simple I board touch programme to draw a picture by changing tools and colours using the on-screen options.	•Can operate simple games on the iPad and know to open and end a programme.	•Can type their name on a keyboard by finding the letters of their name.
<p>Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility.</p> <p>Role-play will be a key area where a range of technologies will be used in play- telephones, microwaves, cookers, keyboards, televisions, CD player. These should be modelled .</p> <p>Interactive screen and table top computer as part of continuous provision</p>						

**Reception –
Progression through EYFS
Understanding the World: Computing Overview**

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG - NO ELG's are represented for this area

Focus	Electronic Communication Understanding Technologies	Text and Multimedia	Research and E-Safety	Digital images and audio	Algorithms Handling information	Vocabulary- To be used daily.
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Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Completes a simple program on electronic devices 	<ul style="list-style-type: none"> Begin to list different IT in their home 	<ul style="list-style-type: none"> Begin to give reasons why we need to stay safe online Use the internet with adult supervision to find and retrieve information of interest to them 	<ul style="list-style-type: none"> Create content such as a video recording, stories, and/or draw a picture on screen 	<ul style="list-style-type: none"> Develop digital literacy skills by being able to access, understand and interact with a range of technologies 	Click, Internet, website, mouse, images, paint, technology, share, collect, set, sound, communicate, videos, photos, programme, iPad, Twitter, Tapestry, share, Google.
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in the Community
	<p>Explain how to stay safe when using the internet.</p> <p>Know that teachers' communication with them and grown-ups via Tapestry.</p> <p>Turn on the Touch Table, open a programme and follow instructions.</p>	<p>Follow teachers' instructions when using an online interactive programme such as paint or draw. Attempt to draw a place that is special to you.</p> <p>Use the Touch Table to create images using a range of colours and tools to edit and refine.</p> <p>Know that my work belongs to me.</p> <p>Use the tools to label my work – name.</p>	<p>Write a variety of CVC words using a keyboard, comparing any letters that look different on a keyboard.</p>	<p>Use the iPad to take their own images of our natural environment – e.g. life cycles of plants and caterpillars.</p> <p>Understand how to find previously taken images.</p>	<p>Use 'Google' to find out more information about plants and use the images to support their own representations – with supervision of an adult.</p> <p>Use iPad to take their own images of their natural environment – their outdoor area.</p>	<p>Online community – how people in our community connect online.</p> <p>Know who to speak to if someone upsets you online.</p> <p>Share images with people in our community – Tapestry and Twitter with an adult.</p> <p>Send a group class email to a person in our local community and wait for a response.</p>
Online Safety			Programming		Creating Media	
<p>□ Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Role-play areas will be a key area where a range of technologies will be used in play-telephones, keyboards, interactive whiteboards, iPad's, CD player, Turn Tables. These should be modelled by adults. □ Explicit teaching will be needed within this area when using iPad for researching. This should take place in small, guided groups lead by the adult.</p>						