



St. Cuthbert's Catholic Primary School

COMPUTING : LEARNING IN EYFS



COMPUTING			
Three & Four Year Olds	Personal, Social and Emotional Development		• Increasingly follow rules, understanding why they are important.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
Reception	Personal, Social and Emotional Development		• Show resilience and perseverance in the face of a challenge.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing, e.g. sensible amounts of 'screen time'.
	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.

Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, there are many opportunities for children to use technology to solve problems and produce creative outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively, such as through undertaking projects involving the concepts and approaches required with use of technology.

As children take part in a variety of tasks with digital devices, such as completing simple program, they will be familiar with the device before being asked to undertake tasks related to the key stage one computing curriculum, such as writing and testing a simple program. Children will therefore be keen to again use a device they had previously enjoyed using, meaning they will be prepared to succeed when undertaking activities linked to the next stage in their learning.