

# Crow Orchard Primary School



## Computing Curriculum Rolling Programme Overview for EYFS

### Children to use mini mash, Ipads, Beebots to support learning

Early Learning Goal Understanding the World (Technology)

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Year A	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>Digital Literacy</u>		<u>Information Technology</u>		<u>Computer Science</u>	
<b>EYFS</b>	<p style="text-align: center;"><b><u>E-Safety</u></b></p> <p>Recognise simple examples of personal information and trusted people</p> <p>Recognise it's OK to say no to someone who asks me to do something I don't want to do</p> <p>Recognise some ways the internet can be used to communicate</p> <p>Identify ways that people can be unkind online</p> <p>Understand a list of rules to help keep us safe and healthy in when using technology.</p>	<p style="text-align: center;"><b><u>Computer Systems and Networks</u></b></p> <p>Begin to identify with support, examples of technology in the classroom</p> <p><b>Nursery</b> – I use technology appropriately through role-play.</p> <p>I can recognise some technology that is used at home or school.</p> <p>I can name and use an Ipad with developing control.</p>	<p style="text-align: center;"><b><u>Creating Media</u></b></p> <p>Explore mark marking on iPads/IWB</p> <p>Experiment with using keyboard to make marks on a page</p> <p><b>Nursery</b> –</p> <p>I can write on the CT screen – mark make</p> <p><b>Reception</b> –</p> <p>I can name a keyboard and mouse and use with developing control.</p> <p>I can use a digital devices to create and</p>		<p style="text-align: center;"><b><u>Coding</u></b></p> <p>Explore floor robots such as Bee-Bots</p> <p><b>Nursery</b> –</p> <p>I can make a Bee-bot or similar move.</p> <p>With support I can programme a Bee-bot (or similar) to make it move for a particular purpose.</p> <p>I can explore and use simple repetition in music and dance.</p> <p>I can say what will happens (or predict) when I press /swipe on a game using the IPad /whiteboard</p>	

	<p>begin to use the internet to find things out, with support</p> <p><b>Nursery –</b> I can speak to an adult about what I have seen.</p> <p>I can say if something I find on the internet makes me feel bad.</p> <p><b>Reception –</b> I know that I need to stay safe when using technology.</p> <p>I know that some information should be kept private.</p> <p>I know what to do if I see things that upset me online at school.</p>	<p><b>Reception –</b></p> <p>I can select and use technology for a particular purpose.</p> <p>I can select and use technology for a particular purpose.</p> <p>I can access and use simple activities using touch technology with increasing control.</p> <p>I can name some uses of IT beyond school e.g. audio books, listening to music, watching films, creating paintings, send messages.</p>	<p>store content e.g. taking a photo, videoing, art work.</p> <p>I can log on to the laptop, log off and switch it off</p> <p>I can type my name using a laptop</p>		<p><b>Reception –</b> I can use a range of control toys and devices</p> <p>I understand that goals can be achieved by following a sequence of steps.</p> <p>I can follow symbol sequence algorithms (PE Cards, jump, step etc)</p> <p>I can programme a Bee-bot or similar, one instruction at a time and clear it at the end.</p> <p>I can recognise that there is a problem and say what problem is (plugged or unplugged activities).</p> <p>I can make predictions about what a programme will do /do next.</p>	
<b>Vocabulary</b>	<p><b>Nursery –</b> Computer, Instructions, Ipad, Technology , Photo</p> <p><b>Reception –</b> As previous year groups, plus: Design, Internet, Login, Online, Patterns, Password, Programme /programming, Sequence</p>					



