

# Pre-Computing in EYFS:

Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of a challenge.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

Introduction of Strands	
	EYFS
Information and Communication	Pupils develop fluency on i-pads, taking photos and using apps
Technological design	Children introduced to SparklePaint
Programming and algorithms	Pupils experience acting as a robot (Building Block') and following instructions building lego designs. They use Beebots to enter one step instructions.
Online safety	Follow online safety curriculum

	Year 1
Information and Communication	<p><b>Typing skills &amp; word processing</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Children will begin to learn typing skills &amp; understand that typing can be a way to record information</p> <p>Children should use the iPads to take photos of their work and store it with small comments via Seesaw</p>
Technological design	Continue to use SparklePaint
Programming and algorithms	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Children will input more complex instructions to move the Beebot</p> <p>Children will begin to combine commands to reach a destination</p> <p>Children will understand bugs (where things go wrong) and reset the Beebot to have another go (debug)</p> <p>Children will use debugging to move across increasingly complex maps</p>
Online safety	Follow online safety curriculum