

## Computing Maps Overview

### Holy Family Catholic Primary School-Computing in EYFS

Within the revised EYFS statutory framework, the Technology strand within Understanding the World has been removed. However, there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the computing curriculum.

Three and Four-Year-Olds/  Range 5	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> <li>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> </ul>
Reception/  Range 6	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of a challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>sensible amounts of 'screen time'.</li> </ul> </li> <li>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</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>Uses simple tools to effect changes to materials</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</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> <li>• Completes a simple program on electronic devices</li> <li>• Uses ICT hardware to interact with age appropriate computer software</li> <li>• Can create content such as a video recording, stories, and/or draw a picture on screen</li> <li>• Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>• Can use the internet with adult supervision to find and retrieve information of interest to them</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>

## **EYFS**

### **Understanding the world**

Classrooms could contain a role play area with a range of technology, both functioning and model / broken devices, or a variety of electronic toys, such as remote controlled cars, walkie-talkies and interactive pets, as part of continuous provision. Further technology could be included in conjunction with other activities, such as digital cameras for pupils to photograph their own learning, although children should ideally be given the opportunity to select and use technology for a certain purpose, rather than simply being given a device. The pedagogical approaches used in this age group should also be carefully considered, which includes the need to tinker, or play, with a device, in order to discover how it functions.

### **Literacy**

Bee Bots continue to be extremely popular in both EYFS and Key Stage 1, and provide a number of opportunities to develop pupils' computing knowledge within literacy sessions. Children could create a story about the Bee Bot's journey, such as around a local area or a country being studied, or they could sequence events within a story being studied. For example, children could guide the Bee Bot between different locations, characters and locations within Little Red Riding Hood.

### **Physical development**

Many children entering Early Years settings are already familiar with tablet devices, although their ability to use a keyboard and mouse is often limited. This has recently become a more significant issue, due to the prevalence of tablet devices in the home. It is therefore important that children are given opportunities to become familiar with a range of input devices, including the keyboard and mouse, in order to develop the required fine motor skills. Usage could be linked to phonics sessions, such as through the use of drill and practice games.

### **Communication and language**

Unplugged activities, or those away from the machine, give children an opportunity to develop their understanding of technology without the need for expensive devices. Children could be asked to give precise instructions verbally, with links made to the importance of using the correct vocabulary, along with speaking clearly and precisely. Giving instructions could also form part of sessions linked to physical development activities, such as determining rules for certain playground games.

### **Personal, social and emotional development**

Voice recorders, or the microphone built into a tablet device, could be used to record how pupils are feeling, or to discuss their relationships with others. This could be extended through pupils creating their own videos, which could also link to children giving online safety guidance to their peers on appropriate use of technology and what to do if they feel worried or concerned when using a device.

### **Expressive arts and design**

The use of painting and graphics applications can further develop pupils' keyboard and mouse skills, whilst a range of tablet based apps.

### **Mathematics**

Controlling devices provides an excellent opportunity to develop pupils' understanding of left and right, along with directional language. Pupils could be asked to guide a device around a shape, or even use activities from computing related websites, such as code.org, to develop their understanding further. However, whilst such activities can effectively engage pupils in programming tasks, their usage should be carefully considered to ensure they have a purpose.