



EYFS

Computing (non-statutory)

Computing will be woven into different areas of learning and the non-statutory guidance from Birth to 5 will be used.

Knowledge and Skills: (Taken from Birth to Five Non-Statutory)

Personal, Social and Emotional Development

- Show resilience and perseverance in the face of a challenge.
- Know and talk about the different factors that support their overall health and wellbeing- sensible amounts of 'screen time'.
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age appropriate computer software
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies
- Can use the internet with adult supervision to find and retrieve information of interest to them

Statutory ELG: NONE

ELG Links

ELG Personal, Social and Emotional Development (Managing Self)

Children at the expected level of development will:

- 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.

ELG Expressive Arts and Design (Creating with Materials)

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Birth to Five Matters:

Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice

Skills	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
To communicate	Use a range of applications and devices in order to communicate ideas, work and messages.	Use a range of applications and devices in order to communicate ideas, work and messages.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Choose the most suitable applications and devices for the purposes of communication Use many of the advanced features in order to create high quality, professional or efficient communications	Choose the most suitable applications and devices for the purposes of communication Use many of the advanced features in order to create high quality, professional or efficient communications

To code						
	<p>Control motion by specifying the number of steps to travel, direction and turn</p> <p>Add text strings, show and hide objects and change the features of an object.</p> <p>Select sounds and control when they are heard, their duration and volume.</p> <p>Control when drawings appear and set the pen colour, size and shape</p> <p>Specify user inputs (such as clicks) to control events.</p> <p>Create conditions for actions by waiting for a user input.</p> <p>Specify the nature of events (such as a single event or a loop)</p> <p>Specify user inputs (such as clicks) to control events</p> <p>Control when drawings appear and set the pen colour, size and shape.</p>	<p>Control motion by specifying the number of steps to travel, direction and turn</p> <p>Add text strings, show and hide objects and change the features of an object.</p> <p>Select sounds and control when they are heard, their duration and volume.</p> <p>Control when drawings appear and set the pen colour, size and shape</p> <p>Specify user inputs (such as clicks) to control events.</p> <p>Create conditions for actions by waiting for a user input.</p> <p>Specify the nature of events (such as a single event or a loop)</p> <p>Specify user inputs (such as clicks) to control events</p> <p>Control when drawings appear and set the pen colour, size and shape.</p>	<p>Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p> <p>Use IF THEN conditions to control events or objects.</p> <p>Specify conditions to trigger events.</p> <p>Use the functions define, set, change, show and hide to control the variables.</p>	<p>Use specified screen coordinates to control movement</p> <p>Set the appearance of objects and create sequences of changes</p> <p>Create and edit sounds. Control when they are heard, their volume, duration and rests</p> <p>Control the shade of pens</p> <p>Specify conditions to trigger events</p> <p>Use variables to store a value.</p> <p>Use the functions define, set, change, show and hide to control the variables.</p> <p>Use the Reporter operators () + () () - () () * () () / () to perform calculations.</p> <p>Use variables to store a value.</p> <p>Use the functions define, set, change, show and hide to control the variables.</p>	<p>Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p> <p>Change the position of objects between screen layers (send to back, bring to front)</p> <p>Combine the use of pens with movement to create interesting effects.</p> <p>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions</p> <p>Set events to control other events by 'broadcasting' information as a trigger</p> <p>Use lists to create a set of variables.</p> <p>I can Use IF THEN ELSE conditions to control events or objects.</p> <p>I can Set IF conditions for movements. Specify types of</p>	<p>Set IF conditions for movements. Specify types of rotation giving the number of degrees</p> <p>Combine the use of pens with movement to create interesting effects.</p> <p>Use the Boolean operators () < () () = () () > () ()and() ()or() Not() to define conditions.</p> <p>Use the Reporter operators () + () () - () () * () () / () to perform calculations.</p> <p>Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of ().</p>

				Specify conditions to trigger events.	rotation giving the number of degrees. Use the Reporter operators () + () () - () () * () () / () to perform calculations	
To connect	Participate in class social media accounts. Understand online risks and the age rules for sites.	Participate in class social media accounts. Understand online risks and the age rules for sites	Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand how online services work. Understand that comments made online that are hurtful or offensive are the same as bullying.	Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.	Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online.	Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity when online.

					Understand how simple networks are set up and used.	Understand how simple networks are set up and used.
To collect	Use simple databases to record information in areas across the curriculum.	Use simple databases to record information in areas across the curriculum.	Devise and construct databases using applications designed for this purpose in areas across the curriculum	Devise and construct databases using applications designed for this purpose in areas across the curriculum	Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.