Clifton Primary School - Computing Curriculum ELG – National Curriculum

	ELG	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in nursery	Examples of how this is achieved in Reception	Computing KS1 National Curriculum	Computing Curriculum
Specific Area of Learning (We have selected the Early Learning Goals that link most closely to the Music National Curriculum.)	The 'Technology' strand has now been removed from 'Understanding the World' and has not been replaced with any updated guidance. We believe computing and technology are still important subjects to deliver in EYFS and as technology is integrated into the lives of young children, we aim to make sure that they are fluent in appropriate computer literacy and all-important e-safety. This will ensure that children enter Year 1 with a strong foundation of knowledge as well as supporting the development of listening skills, problem-solving abilities and thoughtful questioning.

Computing can be integrated into the EYFS as a tool to support and enhance subject skills across all the seven areas of learning. It is important to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to explore non-computer based resources such as programmable toys, controllable traffic lights and walkie-talkie sets. | On / Off / Switch / Backwards / Forward / Instruction / Computer / Bee-bot / switch / click /drag, turn /pull /push /wind /lift /press /twist, button, log in /log out, app, double click, interactive screen / whiteboard, projector /speaker /sound, key /keyboard, laptop, monitor, mouse / mouse mat, headphones, camera, television, iPad /tablet, telephone /mobile phone, CD /DVD player /video, remote control, printer | --Exploring an old typewriter or other mechanical toys
-Taking a photograph with a camera or tablet
-Make a Bee-Bot move.
-Choose which buttons to press.
-To use Bee-Bots, floor maps and programmable toys.
-Stay on the program that an adult has put on.
-Be kind to my friends when I use the computer.
-To engage in appropriate websites/apps and games such as purple mash
-Talk about different kinds of information such as pictures and words.
-Move objects on a screen.
-Draw pictures on a computer/ iPad | -Taking a photograph with a camera or tablet
-Playing games on the interactive whiteboard
-Watching a video clip
-Listening to music
-Make a Bee-Bot follow a map. Press buttons in the right order to make a Bee-Bot do what I want it to do.
-Use simple software to make things happen -Talk about different technology that they use at home and in school and explain that phones etc. are ICT.
-Talk about the amount of time I spend using a computer, tablet or game device.
-Begin to use my username and password card to log on.
-Talk about different kinds of information such as pictures, video, text and sound.
-Use a mouse to move objects on a screen.
-Use a range of tools in a drawing program and add simple text.
-Add information to pictograms and tally charts.
-Use a computer program to find out information. | -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |