



# St. Joseph's Catholic Primary School

## EYFS – Computing

Statutory ELG: N/A					
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<p><b><u>Computer Science</u></b> R6 Nursery Rhyme Coding: Using the theme of traditional tales, this activity develops computational thinking such as sequencing and promotes core technology skills.</p>	<p><b><u>Information Technology</u></b> R9 Talking Technology: The children will learn how to take photos, record video and record audio. This is an important skill that will enable them to document their own learning and ideas. The children will create a Tech Museum as they get to explore old technology.</p>	<p><b><u>Digital Literacy</u></b> R5 My Online Life: This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.</p>	<p><b><u>Digital Literacy</u></b> R1 Technology &amp; Me: This unit helps children to make sense of and explore the technology around them. The children will get to experience a range of technology/ equipment, including digital cameras, iPads, video cameras, microscopes and sound recorders.</p>	<p><b><u>Information Technology</u></b> R3 Animal Safari: This unit helps children use iPads/ tablets independently to collect and record information. The children will learn about opening apps, scanning QR codes, taking photos and recording information in a tally chart. Includes a range of continuous provision activities.</p>	<p><b><u>Computer Science</u></b> R2 Robots: This unit gives children their first taste of computing (computational thinking and coding). The children will learn new skills and practice giving instructions to complete tasks. Includes a range of continuous provision activities.</p>
<p><b><u>Within Provision:</u></b> To begin to use a mouse/pad to navigate a computer. To use the interactive whiteboard – phonic play/Topmarks To use Ipads – White Rose Maths – 1 minute game. To use directional language to describe a sequence (beebots)</p>		<p><b><u>Within Provision:</u></b> To use the Voxblock to play and listen to Nursery Rhymes/stories. To use an iPad for a purpose – eg taking photo of the learning, recording of voice. To use a mouse/pad to complete a simple ICT programme. To use directional language to describe a sequence (beebots)</p>		<p><b><u>Within Provision:</u></b> To use an i-pad to explore various programmes within provision. To use directional language to describe a sequence (beebots) To know how to use a keyboard effectively.</p>	

<p><b>C</b> <b>o</b> <b>n</b> <b>t</b> <b>i</b> <b>n</b> <b>u</b> <b>o</b> <b>u</b> <b>s</b> <b>P</b> <b>r</b> <b>o</b> <b>v</b> <b>i</b> <b>s</b> <b>i</b> <b>o</b> <b>n</b> <b>-</b> <b>I</b> <b>n</b> <b>d</b> <b>o</b> <b>o</b> <b>r</b> <b>s</b> <b>/</b> <b>O</b> <b>u</b> <b>t</b> <b>d</b> <b>o</b> <b>o</b> <b>r</b> <b>s</b></p>	<p>To use a dominant hand. <b>(also has a Computing Link)</b> To begin to form recognisable letters which are formed mostly correctly. To negotiate space safely. To use tools with safety and increasing control. To know which hand to write with. To know how to use space safely To know how to use scissors effectively. To use a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To use scissors to cut.</p>	<p>To be able to balance and coordinate safely. To negotiate space effectively. To link movements together. To know how to link movements and to perform a sequence. To know how to navigate around a space safely. To handle tools, objects, construction and malleable materials safely and with increasing control. To negotiate space effectively. To know how to use scissors effectively.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. To show good control and co-ordination in large and small movements. <b>(Computing Link)</b> To know how to form letters correctly. To know how to use scissors effectively. To know how to handle a range of equipment and tools effectively. To know how to use scissors effectively.</p>
--	--	---	--

<b>V o c a b u l a r y</b>	March, lift, spot, stand, forwards, backwards, bounce, face, sideways, bend, jump, beat.	Tense, shape, repeat, posture, pattern, control, balance, smooth, fluent, hold.	Run, jump, throw, speed, direction, space, kick, catch, crawl, shuffle, roll, hop, slide.
--	--	---	---