



EYFS to Year One Progression Document: Computing



Managing Self ELG

Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
Explain the reasons for rules, know right from wrong and try to behave accordingly

Creating with Materials ELG

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

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<p><u>Information Technology</u></p> <p>Know that a device can be turned on an off e.g. Turn an ipad on and off Know how to interact with a touch capable device with support e.g ipad Show an interest in technological toys with knobs or pulleys e.g. cameras, mobile phones and tablets.</p> <p><u>Digital Literacy</u></p> <p>Know how to use a simple app to create marks e.g. glow and draw</p>	<p><u>Internet Safety</u></p> <p>Chicken Clicking: Children will learn that the internet can be used to purchase things and also to communicate with other people. children will understand that what Chick did was not right and was not safe. children will be taught that people can easily pretend to be someone else online. children will explore how to use the internet to find and retrieve information with adult supervision</p> <p>Smartie the Penguin: Children will be taught a song for 'safe browsing'. Children will be taught to ask for help from a trusted adult if they see something they find upsetting. Children will be taught that not all information displayed on the internet is the truth. Children will be taught not to speak to strangers on the internet.</p> <p>Buddy the Dog: Children will be taught not to download or install apps. Children will be taught that not all games and videos are</p>	<ul style="list-style-type: none"> - Browse - Online - Safe - Pretend - E-Safety 	<p><u>Information Technology</u></p> <p>Know different purposes of a camera. Know how to use a range of an ipad, laptop, beebots, camera, microphone, phone, bluetooth speaker.</p> <p>Know how to use the internet with adult supervision to find and retrieve information of interest to them.</p> <p><u>Digital Literacy</u></p> <p>Know how to handle a device effectively for the given purpose.</p> <p><u>Computer Science</u></p> <p>Know how to move a robot forward, backward, left and right.</p>	<p><u>Technology Around Us</u></p> <p>Identify the mouse and its functions. Use the mouse to open a painting program and create a simple image. Practice clicking and dragging to move objects on the screen. Identify the keyboard and practice typing names and short words. Save work using the save icon. Open a saved file and use arrow keys to move the cursor. Practice deleting letters and adding new text.</p> <p><u>Digital Painting</u></p> <p>To use shape and line tools effectively to create a digital painting in the style of Piet Mondrian. To make careful choices when painting a digital picture, focusing on shapes and colours. To independently create a digital painting using appropriate tools and techniques.</p>

<p>Know how to hold the ipad safely when taking a photograph or video.</p> <p><u>Computer Science</u> Know what cause and effect is through exploring a range of materials e.g. explore a string puppet, making toys work by pressing parts and lifting flaps Know that a robot can move and demonstrate moving a floor robot.</p>	<p>for children.</p> <p><u>Information Technology and Computer Science</u> Children will be taught how to programme and use a beebot during taught sessions. Children will be taught how to switch on their laptop. Children will begin to understand how to log on.</p> <p><u>Continuous Provision</u> Children will have access to a camera, laptop and ipad during continuous provision, encouraging children to</p> <p><u>Other:</u> Children will know how to retrieve information from past events that interest them (pictures/videos shared by teachers/parents/carers on Tapestry).</p>			<p>To compare painting a picture on a computer and on paper.</p> <p><u>Moving a robot and programme animations</u> Discuss and model directional language. Work with partners to follow spoken instructions. Introduce floor robots and relate instructions to commands. Predict where a robot will move based on a sequence of commands. Experiment with programming routes on a mat. Discuss the importance of planning a sequence before inputting commands. Use arrow cards to plan movement before testing on a robot. Debug incorrect sequences to achieve the desired movement.</p> <p><u>Programme Animations</u> Will become familiar with ScratchJr and compare it to Bee-Bots. They will explore how commands move a character (sprite) on-screen and predict which blocks will cause specific movements. Explore Start and End blocks and run simple programs. Explore programming blocks with numerical values and how changing these values affects movement and actions. Choose and add multiple sprites to their project. They will plan their movement and design an algorithm for each sprite's action. Design a 'Space Race' project, choosing appropriate sprites and movement patterns. They will plan the order of events and program sequences.</p>
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Whilst the Early Years Framework does not include a specific Early Learning Goal for 'Technology' or 'Computing', introducing children to computing concepts through story-based learning lays important foundations for understanding technology. Using structured stories such as *Chicken Clicking*, *Smartie the Penguin*, and *Buddy the Dog*, children engage in activities that teach vital e-safety principles and introduce basic data concepts. These activities also help develop key skills like listening, problem-solving, and critical questioning, while supporting progress across all seven areas of learning. In today's technology-rich world, it's clear that digital literacy is becoming increasingly important in early childhood development.

