

Computing in EYFS

The EYFS framework is structured differently to the Primary National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to demonstrate how the skills taught across EYFS feed into the Primary National Curriculum subjects and our Primary Foundation Curriculum at Key Stage 1.

| Early Years Summary Objectives | Key Stage 1 Summary Objectives |
|---|---|
| <p>In Early Years, our students access a computing curriculum that focuses on giving them the basic skills needed to thrive in the modern world. The emphasis on teaching and learning in this phase is on developing students' communication, and their understanding of how to keep ourselves safe. This learning prepares our children for digital literacy, the use of information technology, and online safety in Key Stages 1 and 2.</p> | <p>In Key Stage 1, students are taught the skills and knowledge needed to use technology purposefully, including by creating programs and for social or educational purposes as they get older. They use technology purposefully to create, organise, store, manipulate and retrieve digital content, learning how to use technology safely and respectfully, keeping personal information private. They are taught how to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> |

The table below outlines the statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception, both of which provide the key concepts and foundational knowledge that is built upon within our Key Stage 1 programme of study for computing.

Related statements for computing are taken from the following area of learning:

- **Personal, Social and Emotional Development**

Preparing for Computing in the EYFS

| | | | |
|----------------------|--|--|--|
| Reception | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. | |
| Early Learning Goals | Personal, Social and Emotional Development | <i>Managing Self</i> | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 |
| | | <i>Building Relationships</i> | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. |