EYFS computing curriculum Huntingdon Academy Foundation 2

	Personal social emotional development		Physical development	Expressive art and design
Statement	Know and talk about the different factors that support their overall health and wellbeing. Know how to stay safe online	Show resilience and perseverance in the face of a challenge.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently..	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Outcome	. Children are able to understand that there is a sensible amount of screen time and they are able to verbalise why they shouldn't use their ipad for long periods (eg. stops you sleeping, playing outside is healthier) Children know that some information should be kept private. Children know what to do if I see things that upset me online.	When faced with a new technology children are able to persevere in learning a new skill. For instance when controlling a beebot or using the Purple Mash EYFS section.	Children have the ability and motor skills to type on an ipad and use keys on a keypad. They have the strength in their grip to program a beebot and to control remote controls.	As well as creating physical resources children are able to create on ipads and or computers. They are able to select specific colours and talk about their designs. One example of this would be creating an avatar on purple mash.

EYFS computing curriculum Huntingdon Academy Foundation 1

	Personal social emotional development		Physical development	Expressive art and design	Understanding the world
Statement	Children know how to stay safe online	Show resilience and perseverance in the face of a challenge.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently..	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children can operate simple equipment exploring cause and effect
Outcome	Children can speak to an adult about what they have seen. They can say if something they find something on the internet makes them feel bad.	Children can use technology appropriately in the home corner when playing with peers	With support I can programme a Bee-bot (or similar) to make it move for a particular purpose. I can explore and use simple repetition in music and dance.	As well as creating physical resources children are able to create on ipads and or computers. They are able to select specific colours and talk about their designs. One example of this would be creating an avatar on purple mash.	• Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Completes a simple program on electronic devices • Uses ICT hardware to interact with

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ageappropriate 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