

Progression Guidance for Computing from Early Years

Overview

As part of the EYFS Reforms (September 2021), Technology was removed from the Understanding the World area of learning within the EYFS Framework. Consequently, Technology was also removed as an Early Learning Goal. Despite this, technology and computing continue to be fundamental to 21st Century living, learning and working. Northumberland Early Years Team believe it remains important to ensure that children within EYFS are given the necessary skills and knowledge within technology and computing to access the KS1 curriculum in year 1.

The following table shows how the Statutory EYFS Framework Educational Programmes (curriculum) fit alongside Year 1 subject content and how Year 1 key skills, knowledge and understanding fit alongside relevant early learning goals (assessment). In addition, suggested key skills, knowledge and understanding for EYFS are provided. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context. In addition, it should be noted that the Early Learning Goals must not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

Computing		
Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
Using Technology	NA	<ul style="list-style-type: none"> Be able to follow and give simple instructions to operate programmable toys and computer software Identify mistakes in simple instructions Use equipment that simulates control devices such as push-button toys Explore outcomes when individual buttons are pressed on programmable toys Understand that ICT can be used to communicate ideas in different ways Use a variety of input devices including keyboard, camera, voice recorders, touch screens and notice the effect With support, use appropriate websites to locate small amounts of information, choose images and enter text into a search engine to find specific given web sites (e.g. CBeebies) Use a digital microscope to look more closely at objects
Algorithms and Programming		
Data Retrieving and Organising		

E-Safety		<ul style="list-style-type: none"> • Develop simple classification skills by carrying out simple sorting activities • Recognise simple technologies in the world around us (phones, computers, printers etc.). • With support logon to the network and/or learning journal platform and save their own content in their own electronic folder • Respect the work of others • Know to tell someone if they view content they think is inappropriate or upsetting
Communications and Presentations		

Year 1 Key Skills, Knowledge and Understanding	Linked Early Learning Goals (Assessment)*
<ul style="list-style-type: none"> • 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 • Know where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>NA</p> <p><i>*The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>

Step by Step Guidance to Support Planning for Computing Progression	
1.	Establish where, when and how often, children are given opportunities to develop the Characteristics of Effective Teaching and Learning which will prepare them for accessing all subject areas in KS1.
2.	Establish where and when children are given opportunities to explore the identified skills, knowledge and understanding across EYFS which will prepare them for accessing Computing in KS1.

3.		Map out where Computing will have a predominant focus within EYFS teaching and learning. As well as direct teaching, you should also consider child-led learning and how the physical learning environment lends itself to Computing.
4.	Look at the progression of your subject across school.	<p>Consider:</p> <ul style="list-style-type: none"> • What children cover in Early Years • When Computing topics or skills are revisited later on in school • If the curriculum offer in Early Years provides the appropriate foundations for future learning • What specific skills and knowledge children are learning in Early Years related to Computing • If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond
5.	Map out the skills and knowledge children will achieve throughout their time in Early Years	<ul style="list-style-type: none"> • What skills, knowledge and understanding will children have in Computing by the end: <ul style="list-style-type: none"> ○ Autumn term, Spring term and Summer term of Nursery? ○ Autumn term, Spring term and Summer term of Reception? • Is this learning progressively sequenced? • Does this provide the opportunity to integrate new knowledge into larger concepts? • Are links made between new and previous learning?
6.		Map out the vocabulary associated with Computing children will learn at different points throughout Early Years. Does this vocabulary help to prepare children for the next phase?
7.	Monitor the implementation of the long-term plan (set out by following steps 1-6).	<p>Consider:</p> <ul style="list-style-type: none"> • The opportunities children have to apply Computing knowledge and skills and embed understanding through child-initiated learning • The opportunities children have to embed learning through different contexts, e.g. across multiple areas of the Early Years environment during play. • How adults support children to learn and understand specific vocabulary related to Computing
8.	Assess the impact of the long term plan and implementation process.	<ul style="list-style-type: none"> • Are children able to demonstrate the skills (identified in step 1 and 2)? • Can children use and apply the taught vocabulary? • Are children confident with basic concepts related to Computing by the end of Reception? • Do children enter Year 1 ready for the Computing National Curriculum Programme of Study?