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| COMPUTING EYFS | |
| Although Technology is no longer a strand in the New EYFS, the children have access to and use technology to support other areas of the curriculum and develop the children’s computational thinking. After reading the new EYFS Framework, we have identified the goals we believe align with the skills we are developing in the children at Dane Ghyll. We feel it is very important to develop a good understanding of age appropriate E-Safety to prepare our children for the digital world that they are accessing from an increasingly younger age, this is addressed though PSED sessions, Kidsafe sessions and discussion during continuous provision where child-led learning occurs. | |
| EYFS Goal | How does Computing fit into this? |
| **Personal, Social and Emotional Development - Manging Self**  - 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;  **Expressive Art and Design – Creating with Materials**  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  **Communication and Language – Listening, Attention and Understanding**  - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  - Make comments about what they have heard and ask questions to clarify their understanding; | **E-Safety**  - Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.  - Play appropriate games on the Internet.  - Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private.  **Technology in our Lives**  - Recognise purposes for using technology in school and at home.  - Understand that things they create belong to them and can be shared with others using technology.  - Recognise that they can use the Internet to play and learn.  **Multimedia**  - Use a mouse to rearrange objects and pictures on a screen.  - Recognise text, images and sound when using ICT.  - Use a camera or sound recorder to collect photos or sound  - Begin to use a keyboard  - Develop an interest in ICT by using age appropriate websites or programs.  **Programming**  - Help adults operate equipment around the school.  - Use simple software to make things happen  - Press buttons on a floor robot and talk about the movements  - Explore options and make choices with toys, software and websites  **Data Collection;**  - Collect information as photos or sound files.  - Use a simple pictogram or set of photos to count and organise information. |
| COMPUTING KS 1 | |
| At Dane Ghyll Community Primary School pupils will be taught how to:   * 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 by links to home for research activities and phonics skills. * Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children will cover Online Safety and Computing Rules during Computing sessions but also through PSHE, Kidsafe and Assemblies. | |
| COMPUTING KS 1 | |
| **Year 1** | **Year 2** |
| * **Technology around us**  Recognising technology in school and using it responsibly * **Digital painting**  Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. * **Moving a robot**  Writing short algorithms and programs for floor robots, and predicting program outcomes * **Grouping data**  Exploring object labels, then using them to sort and group objects by properties. * **Digital writing**  Using a computer to create and format text, before comparing to writing non-digitally. * **Programming animations**  Designing and programming the movement of a character on screen to tell stories. | * **Information technology around us**  Identifying IT and how its responsible use improves our world in school and beyond. * **Digital photography**  Capturing and changing digital photographs for different purposes. * **Robot algorithms**  Creating and debugging programs, and using logical reasoning to make predictions * **Pictograms**  Collecting data in tally charts and using attributes to organise and present data on a computer. * **Digital music**  Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. * **Programming quizzes**  Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. |