EYFS Computing Planning – Objectives

This document has been created to enable the Computing objectives for EYFS to be met through cross-curricular teaching, child-led learning and engagement with Continuous Provision. Exploring these concepts will ensure the children are prepared to access the Year 1 Computing curriculum.

Through child-led learning we aim to model how to use technology to assist the children in their pursuits and scaffold the learning so that they can reach a deeper understanding. When the children are showing interest in a particular topic, we can encourage this by supporting the children to:

- Search for images or videos online
- Use a safe search engine to find information
- Search for and listen to music
- Use Google Maps or Earth to explore locations
- Type up key topic vocabulary
- Use a camera or tablet to take pictures
- Use a voice recorder
- Integrate mechanical, electrical and technological resources into role play
- Play Maths or Literacy games on TopMarks.co.uk, PhonicsPlay.co.uk or other safe websites

Unit	Term 1 and 2 - Computing Systems and Networks: Using a computer	Term 3 and 4 - Programming: All about instructions	Term 5 - Computing Systems and Networks: Exploring hardware	Term 6 - Data Handling: Introduction to data
Objectives to achieve	• To learn what a keyboard is and how to locate relevant keys. • To learn how to log in and log out. • To understand why we need to log in and out. • To learn what a mouse is and to develop basic mouse skills such as moving and clicking.	• To follow instructions as part of practical activities and games. • To learn to give simple instructions. • To learn that an algorithm is a set of instructions to carry out a task, in a specific order. • To learn to debug when things go wrong. • To predict the outcome of an algorithm.	• To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. • To recognise that a range of technology is used in places such as homes and schools. • To learn how to operate a camera and/or iPad and use it to take photographs.	• To understand how to sort and categorise objects. • To explain how items have been sorted and categorised. • To explore and understand the concept of branch databases. • To understand how to represent data in a pictogram. • To understand how to read a simple pictogram.
Continuous Provision ideas	• Label the laptop with key vocabulary (monitor, keyboard, mouse) • Match lower case letters to upper case letters on the keyboard	• Create obstacle courses – can they instruct a friend wearing a blindfold how to complete it? • Give someone instructions to dress a doll/friend • Order instruction cards e.g. hand washing, sandwich making	• Set up tinker tuff tray and allow children to explore unplugged hardware with screwdrivers and magnifying glasses (mouse, keyboard, motherboard, USB stick, hard drive, monitor, computer tower, speakers etc.)	• Set up sorting and categorising tuff tray with a collection of loose parts (variation in size, shape, colour and texture) and boxes or baskets (egg boxes, muffin tins etc.)

	• Shade the letters in your name on a paper keyboard – what else can you spell? • Use Microsoft Word to practice spelling • Use the Paint App on laptops to create art (drawing, making shapes, stamping)	• Complete the comic strip – what happens next? E.g. making a sandwich, getting dressed, bedtime routine	• Set up tinker tuff tray and allow children to explore a selection of everyday technology with screwdrivers and magnifying glasses (mobile phones, walkie talkies, tablet/iPad, digital camera, digital clock, remote control, electric toothbrush etc.) • Children to have access to a camera and/or tablet to take pictures of their work during Continuous Provision (print for working walls)	• Set up a sorting game based on different representations of numbers. • Provide small world animals for children to sort into a small world zoo e.g. species, colour, number of legs, where the animals live • Collect data in a pictogram/tally chart/bar chart e.g. pets/eye colour/hair colour/shoe size/how we get to school.
Adult-led activities	• Logging in and out activity (lesson 2) to practice typing • Model how to use Paint App to create art to practice left click, right click, clicking and dragging	• Play Simon Says • Give specific instructions e.g. "If you have brown hair, stand up/wave/clap/line up." • Ask the children to make animal sounds e.g. "roar like a lion." • Program your teacher to make a jam sandwich: https://video.link/w/apae	• Model using tablets to take clear photographs • Go on a picture walk • Create display from pictures taken with specific focus e.g. seasons, shapes, numbers, letters, colours. • Create whole class photo album with photographs and text gathered from Continuous Provision	• Ask the children to sort themselves in order of height, from tallest to smallest. Can they sort by eye colour, hair colour, clothes, shoe size etc. • Yes or No game (lesson 3) • Create branch database (lesson 4) • Pictogram activity (lesson 5)