

Computing in Early Years at St Lukes Halsall

St Lukes Halsall focuses on ensuring young children learn through play and exploration, with support for each individual. We encourage children to develop imagination, to get actively involved in learning and to make decisions. We make every attempt to develop children's creative and critical thinking, balancing the need for both the children and adults to lead the learning.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This table below demonstrates which statements from the 2020 Development Matters are prerequisite skills for computing within the national curriculum. The table below outlines the most relevant 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 to match the programme of study for computing.

The most relevant statements for computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

| Computing | | | |
|--------------------------|--|-------------------------|--|
| Three and Four-Year-Olds | Personal, Social and Emotional Development | | • Remember rules without needing an adult to remind them. |
| | Physical Development | | • Match their developing physical skills to tasks and activities in the setting. |
| | Understanding the World | | • Explore how things work. |
| Reception | Personal, Social and Emotional Development | | • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. |
| | Physical Development | | • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. |
| | Expressive Arts and Design | | • Explore, use and refine a variety of artistic effects to express their ideas and feelings. |
| ELG | Personal, Social and Emotional Development | Managing 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 Arts and Design | Creating with Materials | • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |

Here at St Lukes Halsall, we aim for pupils to transition into year one knowing basic Computing skills. Throughout their time in Reception, pupils develop their skills by being introduced to using appropriate Computer software, iPads and bee-bots.

In the Summer term, we aim for pupils to complete a small unit of work in preparation for them transitioning into year one. This unit aims to develop basic IT skills such as knowing how to turn a computer on and off as well as developing their skills in using a mouse.

This mini unit is designed to be taught in Summer 2 in Reception to develop their skills using a computer ready for their transition to year 1 and beyond.

Links to early years curriculum:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings (expressive arts and design)
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (personal, social and emotional development)
- Explore how things work (understanding the world)
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|--------------------------|--|--|---|---|
| Learning Objectives/Aims | <p>I can open 'Paint 3d' on my computer.</p> <p>I can use the Paint tools to draw a picture of a ladybird.</p> <p>I can shut down my computer independently.</p> | <p>I can open 'Paint 3d' on my computer.</p> <p>I can use the Paint tools to draw a picture of myself.</p> <p>I can type my name onto my work.</p> <p>I can shut down my computer independently.</p> | <p>I can turn on my computer.</p> <p>I can open 'Paint 3d' on my computer.</p> <p>I can use the Paint tools to draw a picture of my family.</p> <p>I can type my name and the names of some of the people in my family.</p> <p>I can shut down my computer independently.</p> | <p>I can turn on my computer.</p> <p>I can open 'Paint 3d' on my computer.</p> <p>I can use the Paint tools to draw a picture of myself at the seaside.</p> <p>I can type a sentence to explain what I've made.</p> <p>I can shut down my computer independently.</p> |