



## Ready to Learn - Computing at Abbots Ripton

As part of our curriculum progression, knowledge, skills and vocabulary have been mapped in the 'specific' areas of the reception early years curriculum, to support development in the National Curriculum subject areas, as the children transition into Year 1. These key outcomes, are unique to our school and foundational to the next steps of learning in Year 1. We begin with things that are known to the children in the topic 'Marvellous Me' and then begin to move to the unfamiliar in 'Me and My World', and then from the local to the global in 'What a Wonderful World.'

Development Matters	Early Learning Goal Understanding the World	This is achieved in Reception (EYFS) by.....	At the end of Reception, I will know.....
<p><b>Personal Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Show resilience and perseverance in face of a challenge</li> <li>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of screen time</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and with confidence</li> </ul> <p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>	<p><b>Understanding of Technology</b> <u>Technology:</u></p> <ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul> <p><b>Programming</b> <u>Understanding:</u></p> <ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul> <p><b>Moving and handling:</b></p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> </ul> <p><b>Digital Literacy</b> <u>Exploring and using media and materials:</u></p> <ul style="list-style-type: none"> <li>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Being imaginative:</b></p> <ul style="list-style-type: none"> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</li> </ul> <p><b>E-Safety</b> <b>Self-confidence and self-awareness:</b></p>	<ul style="list-style-type: none"> <li>Using the seasonal resources from 'Barefoot'</li> <li>Role play toys (e.g. hoovers, microwaves, tills, old mobile phones, washing machines etc.)</li> <li>'Real' technology in their home and school (e.g. photocopiers, automatic doors, mobile technology – tablets and phones, hand dryer)</li> <li>Simple control toys: Beebot, remote control vehicles... (Summer Term)</li> <li>Pre coding penguins (Spring Term)</li> <li>Online, interactive stories and rhymes</li> <li>Screens, IWBs or tablets with mark making software and apps.</li> <li>Equipment or apps for recording voice</li> <li>Digital cameras or tablets to record still and moving images</li> <li>Websites which encourage early exploration of age appropriate content such as <a href="#">CBeebies</a></li> <li>An age appropriate online learning environment to model and practise safe use of communication tools</li> <li>Age appropriate resources such as <a href="#">Jessie and Friends</a></li> </ul>	<ul style="list-style-type: none"> <li>how to complete a familiar task independently and with support will try new things</li> <li>I can select tools and resources that I need to complete a new task of my own choosing</li> <li>some ways to be safe online</li> <li>that a password is part of personal information and must be kept safe</li> <li>how to use a touchscreen safely</li> <li>how to use a camera on different devices</li> <li>select and use technology for different purposes</li> <li>how technology is used in my home</li> <li>that technology has changed since adults were young</li> <li>how to use a range of technology for a purpose</li> </ul>



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	<ul style="list-style-type: none"><li>• Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li></ul> <p><b>Managing feelings and behaviour:</b></p> <ul style="list-style-type: none"><li>• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li></ul> <p><i>NB: Aspects of almost all of the other ELGs could be enhanced or evidenced through the use of technology e.g. ELGs 01, 02, 09 and 10 would all benefit from the use of eBooks and recording devices.</i></p>	<ul style="list-style-type: none"><li>• Stories such as <a href="#">Digiduck</a> (a story of friendship and responsibility online) and <a href="#">Smartie the Penguin</a></li></ul>	
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**Vocabulary : Same, different, pattern, sequence, direction, program, E-safety, information, instructions, internet, Google, online, password**