EYFS- Computing Key Skills

	EYFS
Programming	- Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. - Knows how to operate simple equipment e.g. turns on CD player and uses remote control. - Completes a simple program on a computer – 2SIMPLE? - *To explore using a floor robot (mouse robot).* - *To begin to be able to program a robot to achieve a particular purpose (eg. Send the mouse to the cheese)*
Technology	- Seeks to acquire basic skills in turning on and operating some ICT equipment. - Uses ICT hardware to interact with age-appropriate computer software. - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. - Knows that information can be retrieved from computers **Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.**
E- Safety	- *To begin to understand that we can use technology to find out information.* - *To begin to understand that we can send and retrieve information using technology e.g.send a message/email.*

Key Skills in Italics are not within the EYFS curriculum but are recommended to be taught.

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Ideas- Year 1 statements (Ideas can be applied to year 2)

	Key Skills	Ideas and resources ideas
Programming	- Physically follow and give each other instructions to move around	- Direct a friend from one side of the room to the other. (Simple) - Draw chalk maze on the playground- Children to direct friend around it. - Activities above can be one when one children had their eyes closed/covered.
	- Create a simple algorithm (verbal) for a floor robot (to achieve a purpose- e.g. create a village/maze etc)	- Maze created as above but on a smaller scale. - Designing their own mat using tiles - Bee bot resource/ideas (see resources) - **BEE BOT SIZE TILES SHOULD BE 15cm x 15cm THIS IS THE DISTANCE THEY MOVE.** - Teacher could record the instructions (simple directions cards could be used and a physical sequence created for the children to follow or children could be photographed or filmed)
	- Debug simple sequences to correct the mistakes. *(Understand mistakes happen when sequences aren't precise- Verbal)*	- Teacher could make a trail and ask the children to have a go at it. Deliberate mistake can they spot and work out how to correct. (Ideas from above apply)
	- To predict what will happen to a robot from looking at simple sequence/instruction.	- Having simple direction cards on the floor in a sequence. *Where would my bee bot end up? competition who is the closes.* - To start with letting the children move and 'pretend' to be the Bee bot. - Use the visual tiles as a grid to allow them to see the parameters.
Technology	- Children need to identify uses for technology in school and at home and start to understand why these are used. (E.g. internet, poster, communication- email, social media)	- Create a class/group/pairs/individual mindmap. This could be done with pictures to reduce writing. - Children could be photographed holding the things (e.g. poster/ipad on google etc). These could be turned into a display? This could be added to when they discover move.
	- Create a simple picture on paint/2simple and add simple text (name, Title)	- Draw a simple picture (linked to topic or their favourite thing) - Children to title their picture or type up a simple sentence they created in Literacy E.g. picture of rainbow- *Rainbows are colourful. There is a pot of gold at the end etc.* - By .....
	- To understand the need to save a document (adult assist)	- Teacher to demo simple document and then 'forgetting to save' then opening a blank doc.
	- Take a picture/ Recording using a IPad	
E- Safety	- Agree e-safety rules for classroom	To be done at the start of the year with the children
	- To understand who to share information with.	-
	- To identify personal information (e.g. surname, school, address)	- Can be done as a sorting activity. Things that could be shared. Things that shouldn't be shared. Picture to be sorted into the 2 columns.
	- I know what I can do when I see something that worries me online. (Adult)	- Create an information poster. - Agony Aunt discussion (advice to the children/ what to do, when to get an adult)
	- I can act correctly online (age site/polite language)	- Rules to be create agreed upon? Simple activity about behaviour (done through circle time?)