

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 |                         | <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of a challenge.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:</li> <li>- sensible amounts of 'screen time'.</li> </ul> |
|                          | 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           | <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>   |
|                          | 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.  |

In Foundation Stage 1 (Nursery) children:

- Sequence familiar events
- Access technology resources including wind-up toys, the Interactive Whiteboard, remote control cars, bee bots and CD player
- Use keyboard in play, e.g. shop role play

In Foundation Stage 2 (Reception) children build upon the good practice in FS1 and in addition to these:

- Sequence familiar events
- Identify a chart
- Sort physical objects, take a picture and discuss their work
- Learn how to take a photo and explore it in an app
- Use a painting program/app and explore the paint and brush tools
- Learn how to record a sound, e.g. using a talking tin
- Access technology resources daily including the Interactive Whiteboard, CD player, iPad and

- Learn how to use resources for different purposes, e.g. iPad to take a photo, play a game, listen to a story
- Use a range of technology to support learning across the curriculum, e.g. talking tins in the writing area, light box in the science area, creating a digital collage in the crafting area
- Input a simple command for the Bee Bot to follow
- Learn how to be safe on line (including learning what personal information is, people who can be trusted with this information, rules that keep us safe online) participation in a whole school 'Safer Internet Day'