



Computing – EYFS
Progression of Knowledge and Skills



	Nursery			Reception		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Music Extravaganza Maths: Patterns Ab Patterns ABC Patterns Indoor and outdoor movement patterns	Traditional Tales Maths: Number Numerals to 5 Subitising to 10 Composition of number	Amazing Animals Maths: Sequencing patterns Revisiting patterns	Marvellous Me <u>Busy Bodies</u> Parts of our body Make a body Look how we grow Movement Algorithms Once Upon a Time <u>Awesome Autumn</u> Garlands Galore Leaf Labyrinth Pumpkin Soup	On the go! <u>Super Space</u> Amazing Aliens Build a Rocket Space Chase Ready Steady grow <u>Springtime Fun</u> Junk Scarecrows Rabbit run Seed Sequencing	Near and Far <u>People who can help us</u> Delivery Day Pattern Patrol Firefighter Fun All Creatures great and small <u>Boats Ahoy</u> What is a good boat? Is this a good boat? On board role play Build a boat
ELG's linked to computing	ELG: Building Relationships Work and play cooperatively and take turns with others ELG Understanding the world Talk about the lives of the people around them and their roles in society. ELG Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions during small group interactions. ELG Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG Number: Have a deep understanding of number to 10, including the composition of each number. Explore and represent patterns within numbers up to 10					
Online safety Digital Learning Cornwall Project Evolve	Digiduck- Digital Learning Cornwall <u>Self-image and Identity:</u> I know that being on-screen is different to real life <u>Online relationships:</u>	<u>Managing online information:</u> I can use, talk about or read different on-screen programs, pictures, stories or information <u>Health, well-being and lifestyle:</u>	<u>Privacy and Security:</u> I can talk about trusting people (e.g. parents, teachers) <u>Copyright and ownership:</u> I know that work I create belongs to me.	Smartie the Penguin- Digital Learning Cornwall <u>Self-image and Identity:</u> I know that being on-screen is different to real life <u>Online relationships:</u>	<u>Managing online information:</u> I can use, talk about or read different on-screen programs, pictures, stories or information <u>Health, well-being and lifestyle:</u>	<u>Privacy and Security:</u> I can talk about trusting people (e.g. parents, teachers) <u>Copyright and ownership:</u> I know that work I create belongs to me.



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	<p>I recognise that people can talk to each other using technologies</p> <p>Online reputation: I can talk about different types of information on the internet, e.g. pictures / text / video</p> <p>Online bullying: I know that people can be kind, or might be unkind, online</p>	<p>I can talk about the difference between activities that are online or offline</p>		<p>I recognise that people can talk to each other using technologies</p> <p>Online reputation: I can talk about different types of information on the internet, e.g. pictures / text / video</p> <p>Online bullying: I know that people can be kind, or might be unkind, online</p>	<p>I can talk about the difference between activities that are online or offline</p>	
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