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# EYFS Curriculum Year A and Year B 2022-2025

## EYFS COMPUTING LINKS

This document 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 Two and Three and 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 area of learning:



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

<b>Two and Three year olds</b>	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Start to make marks intentionally</li> </ul>
<b>Three and Four Year olds</b>	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Match their developing physical skills to tasks and activities in the setting.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>
<b>Reception</b>	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: - sensible amounts of 'screen time'.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of</li> <li>• tools competently, safely and confidently.</li> </ul>



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### Computing Bridging EYFS to Year 1

Organisation of Knowledge	Safe, effective and competent use of technology Personal use, devices, safety			Computer science and coding Algorithms, programming	Using information effectively Personal information, software/application knowledge
Relevant ELG	and Emotional Development	Self	resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.		
KS1 readiness objectives	Expressive Arts and Design	Crafting with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> <li>Awareness of the cause and effect of technology</li> <li>Awareness of digital storage of information- photography, digital writing and research information</li> <li>Awareness of input and outputs of devices</li> <li>Can use technology to express creatively and constructively</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of different technologies in and out of school</li> <li>Awareness of the cause and effect of technology</li> <li>Awareness of digital storage of information- photography, digital writing and research information</li> <li>Awareness of input and outputs of devices</li> <li>Can use technology to express creatively and constructively</li> </ul>
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## EYFS COMPUTING TOPIC LINKS



	Autumn		Spring		Summer	
Year A Theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR (seaside)	MINI BEASTS AND MINI WORLDS
Year A overview	<p>What is the internet?</p> <p>How to be safe.</p> <p>Taking photos using an ipad.</p>	<p>Internet Safety (Christmas presents)</p> <p>Sensible screen time</p>	<p>How to be safe on phones and ipads – what to do if something ‘pops up’</p>	<p>How to be safe on phones and ipads – what to do if something ‘pops up’</p> <p>Following maps to find the treasure – using beebots to find the treasure</p>	<p>Use Beebots – moving from A to B</p> <p>Internet Safety</p>	<p>Use Beebots – following a path</p> <p>Internet safety</p>
Pupils will have the opportunity to:						
Year A Details	<p>-learn what the Internet is and how to be safe.</p> <p>-Use iPad camera to photograph seasonal changes ie Autumn</p>	<p>-recap Internet Safety with particular to Christmas as children may not get ipads.</p> <p>-learn about sensible screen time and playing on tablets/computers safely</p>	<p>-Learn more detail about how to be safe on phones and ipads – what to do if something ‘pops up’</p> <p>-Learn a catchy rhyme to says safe on line - Buddy’s story and song ‘Tell a grown up</p>	<p>-recap how to be safe on phones and ipads – what to do if something ‘pops up’</p> <p>-Follow maps to find the treasure – using beebots to find the treasure</p>	<p>-programme with increasing independence - moving them from A to B</p> <p>-Recap Internet safety</p>	<p>-use Beebots, learning how to programme it to follow a given path.</p> <p>-consolidate internet safety</p>
Year B theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET’S GO SEE...
Year B	What is the internet?	Internet Safety	How to be safe on phones	How to be safe on phones	Use Beebots – moving	Use Beebots – following a



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Overview	How to be safe.	(Christmas presents) Sensible screen time	and ipads – what to do if something ‘pops up’  Use Beebots – basic operations	and ipads – what to do if something ‘pops up’ Photography using an ipad	them from A to B Internet Safety	path Internet safety
Pupils will have the opportunity to:						
Year B Details	-learn what the Internet is and how to be safe.  -	-recap Internet Safety with particular to Christmas as children may not get ipads.  -learn about sensible screen time and playing on tablets/computers safely	-Learn more detail about how to be safe on phones and ipads – what to do if something ‘pops up’  -Learn a catchy rhyme to says safe on line - Buddy’s story and song ‘Tell a grown up  -learn how to use a beebot and perform basic operations	-discover how to be safe on phones and ipads – what to do if something ‘pops up’  -examine how a winter tree changes over spring by documenting the changes with digital photographs, drawings and discussion.	-learn how to programme a beebots to get it to move from A-B  -recap Internet safety	-develop how to programme a beebots, getting it to follow a path  -consolidate internet safety