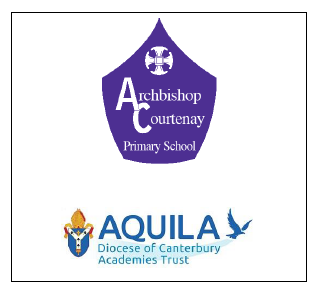
Through God’s love and encouragement, we aspire for all to achieve their potential



**EYFS COMPUTING POLICY**

|  |  |
| --- | --- |
| THIS POLICY WAS ACCEPTED BY THE FULL GOVERNING BODY ON |  |
| SIGNED CHAIR OF GOVERNORS |  |

**COMPASSION, ASPIRATION, FRIENDSHIP, RESPECT AND RESILIENCE**

*As a safe haven of hope and aspiration, our richly unique and diverse children are nurtured with kindness and compassion, learning to value themselves and others...*

**Introduction to Computing in EYFS**

Despite computing not being explicitly mentioned within the [Early Years Foundation Stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2), which focuses on the learning and development of children from birth to age five, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively.

As young children take part in a variety of tasks with digital devices, such as moving a [Bee Bot](http://www.tts-group.co.uk/Hero-BeeBot.html) around a classroom, they will already be familiar with the device before being asked to undertake tasks related to the key stage one (KS1 - ages 5 - 7 years) [computing curriculum](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study), such as writing and testing a simple program. Not only will children be keen to again use a device they had previously enjoyed using, their [cognitive load will also be reduced](http://code-it.co.uk/a-review-of-cognitive-load-theory-lessons-of-teaching-computing/), meaning they are more likely to succeed when undertaking activities linked to the next stage in their learning.

**Understanding the world**

Classrooms could contain a role play area with a range of technology, both functioning and model / broken devices, or a variety of electronic toys, such as remote-controlled cars, walkie-talkies and interactive pets, as part of continuous provision. Further technology could be included in conjunction with other activities, such as digital cameras for pupils to photograph their own learning, although children should ideally be given the opportunity to select and use technology for a certain purpose, rather than simply being given a device. It must be considered that children at this age need to tinker, or play, with a device, in order to discover how it functions.

**Literacy**

Bee Bots continue to be extremely popular in both EYFS and Key Stage 1, and provide a number of opportunities to develop pupils’ computing knowledge within literacy sessions. Children could create a story about the Bee Bot’s journey, such as around a local area or a country being studied, or they could sequence events within a story being studied. For example, children could guide the Bee Bot between different locations, characters and locations within Little Red Riding Hood.

**Physical development**

Many children entering Early Years settings are already familiar with tablet devices, although their ability to use a keyboard and mouse is often limited. This has recently become a more significant issue, due to the [prevalence of tablet devices in the home](https://www.bbc.co.uk/news/technology-42907037). It is therefore important that children are given opportunities to become familiar with a range of input devices, including the keyboard and mouse, in order to develop the required fine motor skills. Usage could be linked to phonics sessions, such as through the use of drill and practice games, including [Dance Mat Typing](https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr) or the [Animal Typing app](https://apps.apple.com/us/app/animal-typing-lite/id925341131), or more creative outcomes.

**Communication and language**

Unplugged activities, or those away from the machine, give children an opportunity to develop their understanding of technology without the need for expensive devices. Children could be asked to give precise instructions verbally, such as through giving instructions to a [sandwich making robot](http://code-it.co.uk/unplugged/jamsandwich), with links made to the importance of using the correct vocabulary, along with speaking clearly and precisely. Giving instructions could also form part of sessions linked to physical development activities, such as determining rules for certain playground games.

**Personal, social and emotional development**

Voice recorders, or the microphone built into a tablet device, could be used to record how pupils are feeling, or to discuss their relationships with others. This could be extended through pupils creating their own videos, which could also link to children giving online safety guidance to their peers on appropriate use of technology and what to do if they feel worried or concerned when using a device. A range of age-appropriate books are now available for young children to examine online safety, such as [Chicken Clicking](https://www.amazon.co.uk/Chicken-Clicking-Online-Safety-Picture/dp/1783441615/), [Goldilocks (A hashtag cautionary tale)](https://www.amazon.co.uk/Goldilocks-Hashtag-Cautionary-Online-Picture/dp/1783448784/) and the free [Smartie the Penguin](https://www.childnet.com/resources/smartie-the-penguin" \o "Smartie the Penguin). Using voice and video recorders also allows children to self evaluate their own speaking.

**Expressive arts and design**

The use of painting and graphics applications can further develop pupils’ keyboard and mouse skills, whilst a range of tablet based apps are also available, such as the free [Doodle Buddy](https://apps.apple.com/us/app/doodle-buddy-paint-draw-app/id313232441?ign-mpt=uo%3D10). Creative outcomes can be produced, which allows pupils to take [ownership of their work](https://dera.ioe.ac.uk/1093/1/Learning%20creative%20approaches%20that%20raise%20standards.pdf) and could even be part of an extended project. Outputs produced could be linked to other uses of technology, such as producing mats for Bee Beets to travel around.

**Mathematics**

Controlling devices provides an excellent opportunity to develop pupils’ understanding of left and right, along with directional language. Pupils could be asked to guide a device around a shape, or even use activities from computing related websites, such as code.org, to develop their understanding further. However, whilst such activities can effectively engage pupils in programming tasks, their usage should be carefully considered to ensure they have a purpose.

**Online Safety: Project Evolve**

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| EYFS | **Autumn Term** | **Spring Term** | **Summer Term** |
| * Privacy and security * Copyright and ownership | * Self-image and identity * Online relationships * Online reputation | * Online bullying * Managing online information * Heath, well-being and lifestyle |