

British Section: Computing Early Years Foundation Stage (EYFS) Curriculum Overview



FS	ACTIVITY	Areas of Learning and Development	Characteristics of effective learning	Suggested Resources
	<p>WE HAVE CONFIDENCE Recording and playing sounds</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Personal, social and emotional development: self-confidence and self-awareness The children have the confidence to speak in a familiar group. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking • Communication and language: listening and attention. 	<ul style="list-style-type: none"> ➤ Playing and exploring Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error. ➤ Active learning Being proud of how they accomplish something – not just the end result 	<p>Software/online tools Microsoft PPT/Tizzy's First Tools</p> <p>Hardware Computer/Laptop/iPad/microphone,MP3 recorder/Flip Cams</p>
	<p>WE CAN TAKE TURNS Manipulating objects on screen</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Personal, social and emotional development: making relationships The children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Showing a 'can do' attitude ➤ Active learning Paying attention to detail. Reviewing how well the approach worked. 	<p>Software/online tools Kent Trust Web/Dinobuilder/Poisson Rouge/Booh Baah Zone/Busythings/2 Simple Purple Mash Microsoft Word/PPT</p> <p>Hardware Interactive Whiteboard/iPads</p>

		<ul style="list-style-type: none"> Expressive art and design: exploring and using material. 		
<p>WE ARE SUCCESSFUL Taking digital photographs and combining them with text and sounds</p>	<p>FOCUS</p> <ul style="list-style-type: none"> Personal, social and emotional development: making relationships The children are confident to try new activities and to say why they like some activities more than others. <p>Other</p> <ul style="list-style-type: none"> Communication and language: speaking Literacy: writing 	<ul style="list-style-type: none"> Active Learning Showing satisfaction in meeting their own goals Being proud of how they accomplish something – not just the end result Maintaining focus on their activity for a period of time. 	<p>Software/online tools Microsoft PPT/Microsoft Photo Story/Tizzy's First Tools/ Hardware Digital camera/iPad/Tripods</p>	
<p>WE HAVE FEELINGS Taking and displaying digital photographs</p>	<p>FOCUS</p> <ul style="list-style-type: none"> Personal, social and emotional development: managing feelings and behaviour They talk about how they and others show feelings, talk about their own and others' behaviours. <p>Other</p> <ul style="list-style-type: none"> Expressive art and design: exploring and using materials Expressive art and design: being imaginative 	<ul style="list-style-type: none"> Playing and exploring – engagement Showing curiosity about objects events and people Active Learning Paying attention to details Creating and thinking critically Reviewing how well the approach worked. 	<p>Software/online tools Microsoft PPT/Microsoft Photo Story/Photo Peach/Animoto/Tizzy's First Tools/2 Create a Story Hardware Digital camera/iPad/Tripods</p>	
<p>WE CAN DRIVE Investigating everyday technologies</p>	<p>FOCUS</p> <ul style="list-style-type: none"> Physical development: moving and handling The children negotiate space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles. They handle tools, objects, construction and malleable materials safely and with increasing control. 	<ul style="list-style-type: none"> Playing and exploring Engaging in open-ended activity Acting out experiences with other people Creating and thinking critically Planning, making decisions about how to approach a task, solve a problem and reach a goal. 	<p>Software/online tools Microsoft PPT/Microsoft Word/Tizzy's First Tools/2 Simple 2 Publish/Early Vision – Off to the Garage Hardware Computer/iPad/Role play props such as traffic lights, petrol pump</p>	

		<p>Other</p> <ul style="list-style-type: none"> • Expressive art and design: being imaginative • Literacy: reading 		
<p>WE ARE DJS Controlling digital sound files and videos</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Physical development: moving and handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. <p>Other</p> <ul style="list-style-type: none"> • Expressive art and design: being imaginative • Expressive art and design: exploring and using media and materials. 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Taking on a role in their play Acting out experiences with other people ➤ Active Learning Showing high levels of energy, fascination 	<p>Software/online tools Internet Browser/Microsoft PPT/Microsoft Word/ Hardware Computer/IWB/iPad/Flashing Lights/Karaoke machine</p>	
<p>WE CAN EXERCISE Using digital timers and thermometers</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Physical development: health and self-care The children know that physical exercise makes an important contribution to keeping healthy. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking Physical development: moving and handling 	<ul style="list-style-type: none"> ➤ Active Learning Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination ➤ Playing and exploring – engagement Showing a ‘can do’ attitude 	<p>Software/online tools iPad app/online countdown timer/IWB timer Hardware Computer/IWB</p>	
<p>WE ARE HEALTHY Internet research, opening applications</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Physical development: health and self-care 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Showing curiosity about objects events and people ➤ Active Learning – motivation 	<p>Software/online tools Web browser/Microsoft Word Hardware Computer/IWB</p>	

		<p>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe</p> <p>Other</p> <ul style="list-style-type: none"> • Literacy: reading • Communication and language: listening and attention. 	<p>Maintaining focus on their activity for a period of time.</p> <p>Persisting with an activity when challenges occur</p>	
	<p>WE CAN LISTEN Using technology to communicate verbally</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Communication and language: listening and attention. The children listen attentively in a range of situations. They give their attention to what others say and respond appropriately while engaged in another activity. <p>Other</p> <ul style="list-style-type: none"> • Personal, social and emotional development: making relationships • Expressive art and design: being imaginative 	<ul style="list-style-type: none"> ➤ Playing and exploring Engaging in open-ended activity Taking on a role in their play ➤ Being involved and concentrating Maintaining focus on their activity for a period of time. 	<p>Software/online tools iFootgauge app</p> <p>Hardware Walkie-talkies/telephone/radio</p>
	<p>WE CAN UNDERSTAND INSTRUCTIONS Controlling (kitchen) equipment</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Communication and language: understanding The children follow instructions involving several ideas or actions. They answer ‘how ‘and ‘why’ questions about their experiences. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking • Mathematics: shape, space and measure 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Using their senses to explore the world around them. ➤ Active Learning – motivation Maintaining focus on their activity for a period of time. Being proud of how they accomplish something – not just the end result 	<p>Software/online tools Audacity/Microsoft Word/Microsoft PPT/Tizzy’s First Tools/2 Simple 2 Create a Story</p> <p>Hardware Microwave, digital kitchen scales, computer, microphone</p>

<p>WE CAN UNDERSTAND MESSAGES Controlling and using sound</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Communication and language: understanding The children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. <p>Other</p> <ul style="list-style-type: none"> • Literacy: reading • Communication and language: listening and attention. 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Seeking challenge ➤ Active Learning – motivation Paying attention to details ➤ Creating and thinking critically Making predictions ‘why’ questions about their experiences and in response to stories and events. 	<p>Software/online tools iPad app Quick Voice</p> <p>Hardware Talking tins/iPads/sound recorders</p>
<p>WE ARE TALKERS Using video cameras to record video clips</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Communication and language: speaking The children use talk to organise, sequence and clarify thinking, ideas, feelings and events. They express themselves effectively, showing awareness of listeners’ needs. <p>Other</p> <ul style="list-style-type: none"> • Literacy: reading • Expressive art and design: being imaginative 	<ul style="list-style-type: none"> ➤ Playing and exploring Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error. ➤ Creating and thinking critically Checking how well their activities are going. 	<p>Software/online tools Microsoft Movie Maker/iMovie</p> <p>Hardware Computer/iPads</p>
<p>WE ARE DIGITAL READERS Choosing and opening applications and engaging with digital texts</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Literacy: reading The children read and understand simple sentences. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: understanding 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Engaging in open-ended activity ➤ Active Learning – motivation Maintaining focus on their activity for a period of time. ➤ Creating and thinking critically Making predictions 	<p>Software/online tools Oxford Owl/Sebastian Swan/Cbeebies/The Land of Me:Story Time App/2 Simple Talking Stories/Nosy Crow App/Big Cat Stories App</p> <p>Hardware Computer/iPads</p>

		<ul style="list-style-type: none"> • Communication and language: listening and attention. 		
<p>WE CAN EMAIL Using email to communicate</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Literacy: writing The children write simple sentences which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: understanding • Personal, social and emotional development: managing feelings and behaviour 	<ul style="list-style-type: none"> ➤ Finding out and exploring Showing curiosity about objects, events and people. ➤ Having their own ideas Thinking of ideas Making predictions 	<p>Software/online tools 2Simple2Email</p> <p>Hardware Computer/iPads</p>	
<p>WE CAN BLOG Communicating with digital text</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Literacy: writing The children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible. <p>Other</p> <ul style="list-style-type: none"> • Understanding the world: the world • Understanding the world: people and communities 	<ul style="list-style-type: none"> ➤ Creating and thinking critically Thinking of ideas Checking how well their activities are going. Reviewing how well the approach worked. 	<p>Software/online tools SeeSaw</p> <p>Hardware iPads</p>	
<p>WE CAN COUNT Programming a programmable toy</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Maths: number Children can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Engaging in open-ended activity Taking a risk, engaging in new experiences, and learning by trial and error. ➤ Creating and thinking critically 	<p>Software/online tools Beebot App</p> <p>Hardware BeeBot</p>	

		<p>Other</p> <ul style="list-style-type: none"> • Understanding the world: the world • Expressive art and design: exploring and using media and materials. 	Finding ways to solve problems	
<p>WE ARE DESIGNERS Controlling a remote controlled toy</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Maths: shape, space and measures The children everyday language to talk about position and distance to solve problems. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking • Personal, social and emotional development: making relationships 	<ul style="list-style-type: none"> ➤ Playing and exploring Taking a risk, engaging in new experiences, and learning by trial and error ➤ Active Learning – motivation Showing a belief that more effort or a different approach will pay off. ➤ Creating and thinking critically Planning, making decisions about how to approach a task, solve a problem and reach a goal. 	<p>Hardware Remote-controlled toys</p>	
<p>WE ARE SHAPE-MAKERS Using light projectors, switching on technology</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Maths: shape, space and measures The children use everyday language to talk about position and size. They explore characteristics of everyday objects and use mathematical language to describe them. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking • Expressive art and design: exploring and using media and materials. 	<ul style="list-style-type: none"> ➤ Playing and exploring - engagement Showing curiosity about objects events and people ➤ Active Learning – motivation Paying attention to details ➤ Creating and thinking critically Reviewing how well the approach worked 	<p>Software/online tools</p> <p>Hardware Light box/visualizer/IWB</p>	
<p>WE ARE COMMUNITY MEMBERS Taking and displaying digital photographs, recording sound</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Understanding the world: people and communities The children talk about past and present events in their own lives and in the lives of family members. They know about the similarities and 	<ul style="list-style-type: none"> ➤ Playing and exploring Showing curiosity about objects events and people ➤ Active Learning Being proud of how they accomplished something – not just the end result. 	<p>Software/online tools Microsoft PPT/Tizzy's First Tools/2 Simple 2 Create a Story</p> <p>Hardware Computer/laptop/iPad/sound recorders/talking tins</p>	

		<p>differences between themselves and others, and among families, communities and traditions.</p> <p>Other</p> <ul style="list-style-type: none"> • Literacy: writing • Communication and language: speaking 	<p>➤ Creating and thinking critically Planning, making decisions about how to approach a task, solve a problem and reach a goal.</p>	
	<p>WE CAN OBSERVE Taking photographs using a digital microscope</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Understanding the world: the world The children know about similarities and differences in relation to objects and materials and living things. <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking • Communication and language: writing 	<p>➤ Finding out and exploring Using senses to explore the world around them Engaging in open-ended activity</p> <p>➤ Active Learning – motivation Paying attention to details</p>	<p>Software/online tools 02 Simple 2 Publish/ Microsoft Word/Tizzy's First Tools</p> <p>Hardware Computer/laptop/iPad/hand-held microscopes</p>
	<p>WE ARE GAME PLAYERS Opening and closing files</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Understanding the world: technology The children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <p>Other</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Physical development: movement and handling 	<p>➤ Active Learning – motivation Persisting with the activity when challenges occur</p> <p>➤ Creating and thinking critically Finding ways to solve problems Testing their ideas</p>	<p>Software/online tools CBeebies/iPad apps: BeeBots/Matches/Kinectimals lite/Headspin:Storybook/The Land of Me</p> <p>Hardware Computer/laptop/iPad</p>
	<p>WE ARE CREATIVE Choosing and using tools in an art application</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Expressive art and design: exploring and using media and materials The children safely use and explore a variety of materials, tools and techniques, experimenting with 	<p>➤ Playing and exploring – engagement Engaging in open-ended activity</p> <p>➤ Active Learning – motivation Paying attention to details</p> <p>➤ Creating and thinking critically</p>	<p>Software/online tools Tux Paint/Tizzy's First tools/2Simple 2 Paint</p> <p>Hardware Computer/laptop/iPad/microphone/IWB</p>

		<p>colour, design, texture, form and function.</p> <p>Other</p> <ul style="list-style-type: none"> • Expressive art and design: being imaginative • Understanding the world: technology 	<p>Reviewing how well the approach worked</p>	
	<p>WE CAN RECORD SOUNDTRACKS Recording a sound track</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Expressive art and design: being imaginative The children represent their own ideas, thoughts and feelings through music and stories <p>Other</p> <ul style="list-style-type: none"> • Communication and language: speaking Communication and language: understanding 	<ul style="list-style-type: none"> ➤ Playing and exploring – engagement Engaging in open-ended activity ➤ Active Learning – motivation Paying attention to details ➤ Creating and thinking critically Finding new ways to do things 	<p>Software/online tools Garage Band/Audacity</p> <p>Hardware Computer/laptop/iPad/electronic keyboard</p>
	<p>WE ARE FILM PRODUCERS Recording film clips for a short film</p>	<p>FOCUS</p> <ul style="list-style-type: none"> • Expressive art and design: being imaginative The children represent their own ideas, thoughts and feelings through role-play and stories <p>Other</p> <ul style="list-style-type: none"> • Personal, social and emotional development: making relationships • Personal, social and emotional development: self-confidence and self-awareness 	<ul style="list-style-type: none"> ➤ Active Learning Showing a belief that more effort or a different approach will pay off. ➤ Creating and thinking critically Reviewing how well the approach worked Checking how well their activities are going. 	<p>Software/online tools Windows Movie Maker/iMovie.</p> <p>Hardware Computer/laptop/iPad/video camera</p>

