Computing Progression of Skills – Early Years

Computing may not be part of the EYFS framework; however, it is during this stage that children build foundations for computational thinking – a golden thread which runs throughout Years 1-6 covering the National Curriculum.

We live in a digital world full of technology that is integrated into the lives of young children. Therefore, children having access to computing lessons from an early age ensures they develop listening skills, problem-solving abilities and thoughtful questioning – as well as improving subject skills across the seven areas of learning. Therefore, computing is included to prepare the children of Park Lane for their computing lessons in Year 1. This progression of skills combines a personalised approach from experience with the children in our setting and some adapted statements from the Birth to 5 documents where technology is still included.

	Mini Griffins (2–3-year-olds)	Pre-School (3–4-year-olds)	Reception (4–5-year-olds)
Digital Literacy	Recognise technology that is used at home and in school. Understand what a computer is and the different uses of computers i.e., learning, communicating, finding information, playing games etc.	I can identify some simple examples of my personal information (my name, birthday, age, where I live etc..). I can identify people I trust in the network around me.	Develops digital literacy skills by being able to access, understand and interact with a range of technologies. I can give simple examples of rules when staying safe online. I can give examples of devices in my home that might be connected to the internet I can give examples of when I should ask permission to do something online and explain why this is important. I can recognise some ways in which technology might be used to communicate with people I know.

Computing Progression of Skills – Early Years

Computer Science	Anticipates repeated sounds, sights and actions – eg. When ad adult demonstrates an action toy several times.	Plays with a range of materials to learn cause and effect eg. – makes a string puppet using string to suspend the puppet. Operates mechanical toys eg. – turns the knob on a wind-up toy and pulls back on a friction car. Uses pipes, funnels and other tools to carry out/ transport water from one place to another. Give commands/instructions e.g., forward, backwards, go, stop, when using simple software/hardware Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.	Completes a simple program on electronic devices such as bee bot or a coding app. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from digital devices and the internet, Shows an interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets.
Information Technology	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.	Seeks to acquire basic skills in turning on and operating some digital equipment. Can investigate touch capable technology. Experience simple apps and software and use these to present ideas – eg. – draw a picture, record a sound etc..	Can create content such as video recording, stories and drawing pictures on a screen. Uses IT hardware to interact with age-appropriate apps. Can use the internet with adult supervision to find and retrieve information of interest to them.

Computing Progression of Skills – Early Years

			Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe) Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet). Manage a device by correctly closing websites or apps and safely turning on and off. Knows how to operate simple equipment eg. – turn on the interactive board, use a remote control.