Steam Mills EYFS Computing

Areas to be covered throughout the year as the Class Teacher defines Themes

RR Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Rainbow Skills

Network and Internet	Using ICT	Making Things Happen
• Identify things they see on screen	• Use a mouse or key pad to make marks	• Enjoy simple computer games
• Recognise ICT around them • Explore information from various ICT sources	• Use names for ICT components – e.g. mouse • Record their own voice and that of others • Use a simple art program	• Play computer games • Move objects around on a screen • Repeat a series of actions for a purpose

Prime Areas	Specific Areas	Digital Literacy
We have confidence (Personal, social and emotional development) **We can take turns** (Personal, social and emotional development) **We are successful** (Personal, social and emotional development) **We have feelings** (Personal, social and emotional development) **We can drive** (Physical development: moving and handling) **We can exercise** (Physical development: moving and handling) **We are healthy** (Physical development: health and self-care) **We can listen** (Communication and language: listening and attention)	**We know how to stay safe: e-safety** **We are digital readers** (Literacy: reading) On line reading tools e.g Oxford Owl, Drink and Think Hardware: Ipad, class board, laptops **We can email** (Literacy: writing) E-schools platform Chrome books **We can count** (Maths: number) Hardware: Programmable toy – Bee bot **We are shape makers** (Maths: shape, space, measure) Hardware: Interactive board, visualiser	I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.

Skills for Learning, Learning for Life

We can understand instructions (Communication and language: understanding) **We can understand messages** (Communication and language: understanding) **We are talkers** (speaking)	**We are community members** (Understanding the world: people and communities) Online – 2create a Super Story Hardware: IPad: E book, Adobe spark, or computer/laptop **We can observe** (understanding the world: the world) Microsoft Word, 2 simple 2 publish, Adobe Hardware: iPad, microscopes **We are game players** (Understanding the world: technology – link to algorithms) Cbeebies games, iPad apps, Bee-bots, human Bee-bots Hardware: iPads, chrome books, laptops **We are creative** (Expressive arts and design: exploring and using media and materials) 2Simple 2Paint Hardware: IPad, IWB **We are film producers** (Expressive areas and design: being imaginative) Movie maker, Adobe, iPad camera Hardware: iPad (further information available in Switched on ICT)	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them I can identify devices I could use to access information on the internet. I can give simple examples of how to find information

Skills for Learning, Learning for Life