



## Seamer and Irton CP School Computing in EYFS



Despite computing not being explicitly mentioned within the EYFS statutory framework, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively.

At Seamer and Irton CP School, within EYFS, we aim to give children the exposure and exploration of different digital devices so that they are familiar with them before being asked to undertake tasks related to the key stage one computing curriculum. Not only will children be keen to use a device that they have previously enjoyed using, but their cognitive load will also be reduced meaning they are more likely to succeed when undertaking activities linked to the next stage in their learning.

At Seamer and Irton we sometimes use online activities, within EYFS, to practise aspects of Computational Thinking skills. However, our pupils predominantly learn Computational Thinking without computers. This is called an 'unplugged' approach.

We give our children plenty of opportunities to play and explore, participate in active learning and create and think critically. This is achieved using a range of unplugged activities. [Early Years | EN | Barefoot Computing](#) is used to support teachers in the planning process and to ensure activities are meaningful.

As a school, we recognise the importance and benefits of developing these skills within our pupils and have therefore identified the most relevant statements in the EYFS statutory framework and the Development Matters that match the programme of study for computing.

The most relevant statements for computing are taken from the following areas of learning:

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

As a school, we also recognise the importance of vocabulary and language development and provide our practitioners with key questions to prompt discussion in the EYFS classroom linked to the Barefoot computational thinking concepts and approaches.



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## Computing in EYFS



### Computing

Three and Four-Year-Olds	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>
	Mathematics	<ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>
Reception	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:               <ul style="list-style-type: none"> <li>-sensible amounts of 'screen time'.</li> </ul> </li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Continue, copy and create repeating patterns.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>

ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>