

# EYFS Skills Progression

## Computer Science / Digital Literacy / Information Technology

	Nursery	Reception
<b>Understanding the world</b>		
Using range of technology in the role play area	I can turn machines on and off	I can independently turn machines on and use them for their intended purpose
Using digital cameras in conjunction with other activities	I can take a picture with an iPad if the app is opened for me	I can open the camera app and take a picture myself
Selecting technology for a specific purpose	With adult support, I can choose a piece of technology to help me	I can independently choose a piece of technology that will help me
Tinkering, playing, discovering functions	I can spend short periods of time discovering functions	I can spend longer periods of time discovering functions
Making a robot move	I can make a Bee-bot/robot move in different directions	I can make a Bee-bot negotiate an obstacle
<b>Literacy</b>		
Sequencing events within a story being studied	I can tell/retell a simple story	I can order the events of a simple story
<b>Physical development</b>		
Using a keyboard and mouse control (fine motor)	I can move the mouse and press the keys	I can click to the mouse to open programs I can find and type single letters

<b>Communication and language</b>		
Giving precise instructions verbally	I can provide a single instruction	I can give a sequence of instructions
Ordering instructions	I can talk about what do first and next	I can give a complete set of ordered instructions
<b>Personal, social and emotional development</b>		
Voice recording	I can record my voice with help from an adult, explaining how I'm feeling	I can record my voice independently, explaining how I'm feeling
Giving online safety advice	I can talk to an adult about being safe online	I can talk to a peer about being safe online
Retelling online safety stories	I can summarise the most important part of a safety story	I can talk about how to apply safety story lessons when using technology
Following safety rules on technology	I can follow classroom-established safety rules with support	I can follow classroom-established safety rules independently
Telling an adult	I can show an adult something that is worrying me on technology	I can tell an adult about something that is worrying me on technology
<b>Expressive arts and design</b>		
Using painting and graphics applications (Doodle Buddy)	I can make marks digitally with a single tool/colour	I can form pictures digitally with multiple tools/colours
Using keyboard and mouse based graphics (Paint)	I can make marks digitally with a single tools/colour	I can form pictures digitally with multiple tools/colours
Pattern making	I can draw or construct a pattern	I can draw or construct a pattern with at least three continuing elements

<b>Mathematics</b>		
Controlling devices to learn about directional language	I can make a device move in an intended direction	I can use language to describe where I have moved my robot
Guiding a device around a shape	I can make single decisions to guide a robot	I can make a sequence of decisions to guide a robot
Using positional language	I can show routes through a simple maze	I can use positional language to describe routes through a simple maze
Pattern predicting	I can predict what comes next in a short pattern	I can predict two or more continuations of a simple pattern
Finding and fixing broken patterns	I can identify and fix short broken patterns	I can identify and fix longer broken patterns

## **Possible activities**

### **Understanding the world**

Role play area with a range of technology, variety of electronic toys

Digital cameras used in conjunction with other activities

Children given opportunity to select technology for specific purpose

Tinker, play, discover functions

### **Literacy**

Create stories about Bee Bot's journey

Sequence events within a story being studied

### **Physical development**

Keyboard and mouse for fine-motor skills

Dance Mat Typing / Animal Typing app

### **Communication and language**

Give precise instructions verbally

Determining rules for playground games

### **Personal, social and emotional development**

Voice recorders to record feelings / discuss relationships

Children giving online safety advice to peers via video recording

Age-appropriate books for online safety: Chicken Clicking, Goldilocks (A hashtag cautionary tale) and Smartie the Penguin

### **Expressive arts and design**

Use painting and graphics applications (Doodle Buddy)

Keyboard and mouse based graphics (Paint)

Producing mats for Bee Bots

Mathematics

Controlling devices to learn about directional language

Guiding a device around a shape

Code.org activities

Finding and fixing broken patterns

Code.org activities