

EYFS Progression of skills and assessment - **Computing**

Computing

Children will have opportunities to:

Taw Turn towards familiar sounds. Enjoy songs, music and toys that make sounds. Recognise or point to familiar objects when asked about them. Explore and repeat actions that have an effect. Begin to explore how things work. Show curiosity about objects and technology in their environment. Relevant areas of learning: Communication and Language; Understanding the World.	Mini Mole Use a wider range of vocabulary. Sing a large repertoire of songs. Talk about what they see, using a wide range of vocabulary. Explore how things work. Begin to understand and use technology in their everyday environment. Develop confidence in talking about familiar objects, tools and technology. Relevant areas of learning: Communication and Language; Understanding the World.	Mole Learn new vocabulary C&L REC. Ask questions to find out more and to check they understand what has been said to them. C&L REC. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. C&L REC. Listen carefully to rhymes and songs, paying attention to how they sound. C&L REC. Learn rhymes, poems and songs. C&L REC. Draw information from a simple map. UTW REC	Writing-ELG . There is no ELG for computing since it was removed in 2021.
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Characteristics of effective Learning:

- Playing and exploring – children investigate and experience things, and ‘have a go’
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Algorithms and Programming	I can point to toys; BeeBots or other programmable toys.	I can repeat actions I have seen others complete to cause an effect e.g. pushing a button on a programmable toy.	I can make a BeeBot move by pushing the buttons.	I can make a BeeBot move for a purpose.	I can say or predict what will happen when I press the buttons on a BeeBot or an app chosen by an adult.	I can programme a BeeBot with a simple set of instructions and	I can make predictions about what a programme will do
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