

Learning in EYFS – Computing

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2’s National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in Computing in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for Computing.

The most relevant statements for Computing are taken from the following areas of learning in the EYFS

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Mathematics**
- **Expressive Arts and Design**

Prerequisite learning for Computing		
Three and four year olds (ref: Development Matters)	Communication and Language	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door” or [on a bee bot] “Press Forward and then press go.” • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” or “Why did the bee bot stop facing that direction?” • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Including debugging, decomposition and abstraction.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Focusing on using computer safely and online safety.
	Physical Development	<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting.
	Mathematics	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Including coding.
	Understanding the World	<ul style="list-style-type: none"> • Explore how things work.
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. Including debugging when creating an algorithm. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • sensible amounts of ‘screen time’
	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Early Learning Goals (EYFS Statutory Framework)	Personal, Social and Emotional Development	<p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Greater Depth Statements (ref: Sheringdale Skills and Knowledge Progression, Art)	Communication and Language	<ul style="list-style-type: none"> Explain what technology is, and when and why we use it.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Explain the reasoning behind online safety rules.
	Mathematics	<ul style="list-style-type: none"> Use directional language to create an algorithm and attempt to debug it independently. Apply decomposition to break down tasks into parts. Apply abstraction to remove unnecessary detail.
	Expressive Arts and Design	<ul style="list-style-type: none"> Use a technology to create artwork, including shapes and different tools.