Planning for Computing   **School: Our Lady's Catholic Primary School**   **Year Group: EYFS (Reception)**

Term 1	Term 2	Term 3
E-Safety **Communication & Networks** **Use technology safely and respectfully** Refer to E safety policy. See E-safety websites. • Using the Internet appropriately • Treating other people using the internet how they would on the playground	**E-Safety** **Communication & Networks** **Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.** Refer to E safety policy. See E-safety websites. • Where can the children go if they are worried about what they have seen whilst using a variety of devices? • Telling an adult	**E-Safety** **Communication & Networks** **Keeping personal information private** Refer to E safety policy. See E-safety websites. • Demonstrating risks of sharing personal information.
Understanding of the World **Aspect - Technology** **30-50 months** • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers	**Understanding of the World** **Aspect - Technology** **40-60 months** • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. **Early Learning Goal** • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	**Programming and Algorithms** • Creating a set of instructions. Instruction writing e.g. how to make a jam sandwich demonstrating how clear the instructions need to be. • Children to write their own set of instructions for a bee bot. • Do not fix the problem for them. Get children to work collaboratively working on independence, resilience and persistence. • Teach steps of debugging: Identify what the fault is, what part of the code is creating it, fix the problem. (When does the bee bot go the wrong way, which instruction is wrong, change that instruction). • Use the Maths links for programming ideas.