Computing in Foundation Stage
Continuous Provision Model – **underpinned by** Online Safety

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Children experience a range of technology to support learning in prime and specific areas, building skills to be ready for primary learning.

Technology in Our Lives

- I can tell you about technology that is used at home and in school.
- I can operate simple equipment.
- I can use a safe part of the Internet to play and learn.

Multimedia

- I can move objects on a screen.
- I can create shapes and text on a screen.
- I can use technology to show my learning.

Technology in Our Lives		Multimedia	
Understanding the world Children see adults use simple search engines such as Kiddle and Kidrex to find information. They are given opportunities to explore information sites such as Infant Encylopedia, CBeebies Topics and Glossopedia.	**Communication** Childern share conversations with experts and other classes using Skype or Facetime. The classes could be within their own school or in other schools, nationally and internationally.	**Writing** Children have a variety of experiences to type their name or label images using 2Publish or other simple software/apps. They are given opportunities to use a tablet and laptop keyboard' and a mouse.	**Select and use technology** Children are taught skills to take a photo. They ask permission before taking photos of friends. Children photograph artifacts and scenery that are part of learning. These are added to software and apps for labelling.
People and Communities Children help their teacher to make decisions about photos that show their learning experiences to a global audience via school website, a blog or Twitter.They are supported to show their learning to family beyond school.	**Recognise range of technology** Children have opportunities to use different technologies such as a printer, photocopier, microwave and a range of computing devices such as tablets, laptops and interactive whiteboards.	**Being imaginative** Children use video to retell and create stories. Green screening is used for children to imagine themselves in different places.	**Being imaginative** Children record sounds on a wellie walk or during exploration of musical instruments. Actions are imagined around the sound when it is played back. Children record phrases to describe feelings and objects.
People and Communities Children use play technology and junk models to role play work environments such as vets, builders, shop, hospital etc. They have opportunities to explore old technology such as phones, keyboards, old PCs etc.	**Understanding the world** Children experience travelling the world using Google Earth software or app. They see photos and visit 3d buildings. Teachers model safe use of Youtube to view videos of places around the globe.	**Exploring/using media and materials** Children use 2Paint or other simple software/apps to make marks and to paint a picture. **Moving and Handling** IWB is used to encourage big arm movements. Apps and paint software used to develop fine motor control.	**Exploring and using media and materials** 2Simple Music Toolkit, Music Sparkles or Tap a Tune App used to create music. Simple apps and websites used to create animations eg ABCYA.

Programming

- I can make a floor robot move.
- I can use simple software to make something happen.
- I make choices about buttons and icons I press, touch or click.

Handling Data

- I can tell you about different kinds of information such as pictures, video, text and sound.

Programming		Handling Data	
Self confidence and self awareness Children explore the buttons of a floor robots and remote control toys. They are guided to discover ways to make the object move. Adults talk about what has been achieved by the children.	**Making relationships** Children have opportunities to build environments for floor robots. They work together to navigate the robot or remote control toy around obstacles.	**Select and use technology** Children take photos and video to capture learning. They know where it is stored to go back and reflect on their learning. They talk about what they can learn from photos and video online or photos in books.	**Finding information** Children use QR codes to select information they want to find out. Aurasma can be used to recall information that has been collected.
Understanding (communication and language) Children follow sets of instructions. They communicate instructions to each other and to supporting adults.	**Shape, space and measures** Children use appropriate language to describe position and distance of floor robots. **Numbers** Children count steps and movement of floor robots.	**Select and use technology** Children collect sounds to provide evidence in an investigation. They record interviews to collect information from adults or other experts. They know where the information is stored and can play it back.	**Select and use technology** Children use digital microscopes or Magniscope app or a visualiser to examine objects they have collected. They capture the image to label what they have found out.
Select and use technology Children explore apps such as BeeBot / Kodable to make things happen. They talk about solving problems as they work at the low levels in the apps. Adults support them to be willing to make mistakes and learn from them.	**Select and use technology** Children explore appropriate software, such as 2Go (Simple level) or Poisson Rouge, to make things happen. They are supported to be willing to make mistakes and to find out what they can make happen.	**Number** Children use software such as 2Count and apps such as DoodleBuddy to count information and to talk about what they have found out. They use websites such as Furbles to sort objects.	**Managing feelings and behaviour** Children are supported to know their own important information. They use talking tins or sound recorder apps to practise their information. Adults rehearse who they can tell this information.

Online safety / Safe use of Technology (Somerset ActiveBYTE Foundation Stage)

- I use rules given to me by a trusted adult when I use technology. - I am kind to my friends - I use a safe part of the Internet to play and learn. - I make sure a trusted adult is with me.	- I use a log in to access devices. - I see information that is put online about me. - I use devices with other people, talking about what we do I am careful with technology devices.	- I tell you the things that are the same about my friend and me. - I use apps, games and websites that trusted adults show me. - I use a device for a limited time.

See also Apps for Foundation Stage.   Review how learners are using technology in your classroom.