

## Level Expected at the End of EYFS

We have selected the most relevant statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements within the ELGs which feed into the programme of study for computing.

Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of a challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>-sensible amounts of 'screen time'.</li> </ul> </li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

## Multimedia Text and Images

	KS1	LKS2	UKS2
	Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.	Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.	Children begin to look at new software, creating 3D models and learning how to orbit, zoom and develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.

## Multimedia Sound and Motion

	Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.	Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.	Children begin to look at new software, creating 3D models and learning how to orbit, zoom and develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.
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## Data Handling

	Children are introduced to the possibility of creating graphs and tables using technology. They are shown how to input data to a website and asked to reflect on the usefulness of technology when doing so.	Children begin to explore expressing information in tables, sorting and organising information for others to be able to understand.	Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.
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## Technology in Our Lives

	<p>Children begin to make links to how they use technology outside of the classroom. They begin to think about the benefits of using technology in their lives, making links to learning about online safety.</p>	<p>Children refer to online safety rules when discussing technology in their lives. They are able to navigate between websites and use safe search terms on trusted search engines. They become more confident in using email for communication, including attaching and saving files from emails.</p>	<p>Children can use safe search terms on trusted search engines, and evaluate websites based on layout and information. They become more confident in understanding Google rankings, adverts and the reliability of websites.</p>
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## Coding and Programming

	<p>Children begin to understand their influence on technology by developing their programming skills to determine output. They begin to understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute. They begin to explore debugging, predicting when codes may not work and changing them.</p>	<p>Children build on their programming skills by solving problems and programming commands to achieve a specific outcome. They begin to write programs, explain algorithms and identify errors in their work.</p>	<p>Children build on their programming skills by using new systems such as a flowchart. They continue to break down problems and create algorithms to solve them. They are able to explain the outcome of an algorithm with confidence and accuracy.</p>
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## Online Safety

	<p>Children begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the internet and decide what to do next.</p>	<p>Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation.</p>	<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs.</p>
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