



EYFS Computing Curriculum Progression

Condensed overview | Nursery foundations to the end of Reception

Purpose: A concise overview of how children move from exploratory technology use in Nursery to the knowledge and skills developed through Park Road's planned Reception units. Computing is embedded through play, adult modelling and purposeful use across the EYFS.

PLAYFUL	PURPOSEFUL	PROGRESSIVE	SAFE
Hands-on exploration and meaningful play.	Technology used to create, communicate or solve a problem.	Adult support reduces as confidence and control develop.	Permission, care and trusted-adult support are reinforced.

Half term	Unit	Children develop	Key experiences	Core vocabulary
Autumn 1	Computing through continuous provision	Curiosity about familiar technology and an understanding that actions can cause a response.	- Explore cause-and-effect toys and role-play technology. - Use cameras, audio or drawing tools with adult support.	technology, device, screen, button
Autumn 2	Computing systems and networks 1: Using a computer	Control of basic inputs and growing independence when using a computer.	- Recognise keyboard, mouse and screen. - Log in/out with support; click, move and drag.	computer, keyboard, mouse, click, drag
Spring 1	Programming 1: All about instructions	An understanding that instructions should be clear, ordered and can be corrected.	- Follow and give simple instructions. - Sequence, predict and debug everyday actions.	instruction, order, first, next, debug
Spring 2	Computing systems and networks 2: Exploring hardware	Awareness of common hardware and how digital devices can be used to capture images.	- Explore hardware and its purpose. - Use a camera/tablet to take and review photographs.	hardware, camera, tablet, photograph
Summer 1	Programming 2: Programming Bee-Bots	An understanding that a programmable toy follows a sequence of commands.	- Use arrows and directional language. - Plan, program, test and change a short route.	command, sequence, route, forwards, turn
Summer 2	Data handling: Introduction to data	An understanding that information can be sorted, grouped and represented.	- Sort and explain a rule. - Use yes/no questions, simple branching and pictograms.	data, sort, group, category, pictogram

Whole-year thread: Children use technology with permission, care for equipment, respect others and seek help from a trusted adult when unsure.



Progression at a Glance

Nursery foundations | Reception progression | End-of-EYFS foundation

How to use this page: The statements identify the essential progression to look for, rather than a checklist for every child. Evidence should come from play, talk, observation and short adult-guided tasks.

Strand	Nursery foundations	Reception progression	By the end of Reception, children can...	Key vocabulary
Computing systems & networks	• Explore familiar technology and cause-and-effect devices. • Use simple buttons, touch screens and role-play equipment with support.	• Use a mouse, keyboard or touch screen with growing control. • Name common hardware and explain a simple purpose.	• Choose and use a familiar digital tool for a short task. • Recognise that an input produces a response and care for equipment.	device, computer, screen, mouse, keyboard, hardware, input
Programming & computational thinking	• Follow simple instructions and order familiar actions. • Use positional language during play and movement.	• Give clear instructions; sequence and debug simple actions. • Program and test a short Bee-Bot route.	• Create and follow an ordered sequence. • Predict an outcome and make a simple correction when it does not work.	instruction, sequence, command, program, route, debug
Data handling	• Match, sort and group objects during play. • Talk about similarities and differences.	• Sort using an agreed rule and explain the category. • Respond to yes/no questions and interpret a simple pictogram.	• Organise information into groups and answer simple questions such as how many, most or least.	data, sort, group, category, yes/no, pictogram
Creating media & purposeful use	• Use technology in role play and experiment with images, sound or marks.	• Take and review photographs; use a simple digital tool to record or create.	• Explain why a familiar tool was chosen and make a small improvement to an outcome.	camera, photograph, record, create, select, change
Digital literacy & online safety	• Use devices alongside a trusted adult and follow simple care routines. • Ask before using or photographing.	• Understand that permission and privacy matter. • Stop and tell a trusted adult when something is unexpected or worrying.	• Use familiar technology safely, kindly and for an agreed purpose; seek help appropriately.	safe, permission, private, trusted adult, online, help

Reception units build directly towards Year 1 learning in mouse skills, algorithms, Bee-Bots, digital imagery and introduction to data.



Provision, Assessment & End Points

A practical guide for implementation in the EYFS

Assessment principle: Look for what children can explain and apply with increasing independence. A polished digital product is not required; evidence may be an observation, photograph, short recording, pupil comment or practical outcome.

Computing through continuous provision

Role play: tills, phones, keyboards, cameras

Construction & small world: Bee-Bots, recordable buttons, route mats

Creative area: tablet camera, drawing app, audio recorder

Maths & investigation: sorting photographs, pictograms, digital microscope

Reading & communication: listening station and adult-selected digital content

Adult role: model precise language, ask children to predict or explain, and reduce support as confidence grows.

Simple assessment prompts

OBSERVE – Can the child use the skill during play or a practical task?

ASK – Can the child name, describe, predict or explain a choice?

APPLY – Can the child use the learning with a different resource or context?

INDEPENDENCE – Is adult support reducing, and does the child seek help safely?

End-of-Reception area	Children know...	Children can...	Possible evidence
Systems & purposeful use	Different devices and hardware have different purposes; an input causes a response.	Use familiar controls and select a suitable tool for a simple task.	Observation, photograph, child explanation
Programming	Commands must be clear and ordered; changing a command changes the outcome.	Sequence instructions and program, test and correct a short Bee-Bot route.	Practical route, adult notes, pupil talk
Data	Information can be sorted and represented to make comparisons.	Sort using a rule and answer simple questions about groups or a pictogram.	Sorting task, pictogram, verbal reasoning
Safety & responsibility	Permission, privacy and trusted-adult support help keep people safe.	Follow agreed rules, ask permission and stop/tell when unsure.	Observed behaviour and scenario discussion

Aligned to Park Road Academy's EYFS computing sequence and the publicly available Kapow Primary EYFS unit overviews.