COMPUTING CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's computing knowledge, practical skills, subject vocabulary and digital behaviours develop from Nursery to Reception at Park Road Academy. It builds on the planned Reception units and establishes foundations for Year 1 learning in mouse skills, algorithms, Bee-Bots, digital imagery and data handling.

EYFS curriculum position

Computing through purposeful play and exploration

Computing is embedded across the EYFS through play, adult modelling and purposeful use of technology. Experiences support Communication and Language, Mathematics, Understanding the World, Expressive Arts and Design and Physical Development. Children create, communicate and solve problems through digital and unplugged activities, with safety and trusted-adult support throughout.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children explore familiar devices and cause-and-effect toys through meaningful, hands-on play.	Experiences recur so control, sequencing, vocabulary and problem-solving develop over time.	Adults model safe routines and precise language, asking children to predict and explain.	Different starting points are valued. Support and resources help every child participate.

Curriculum strands

Computing Systems & Networks	Programming & Thinking	Data Handling	Creating Media	Digital Literacy & Safety	Language & Reflection

Key vocabulary is indicative rather than exhaustive. Adults should revisit familiar words, model new subject language in context and encourage children to describe what they choose, predict, create and change.

EYFS Computing Curriculum Map

Themes, computing opportunities and progression emphasis

How the map should be used

The Nursery map sequences the foundations identified in the supplied Computing progression. These are flexible opportunities through continuous provision, rather than additional formal units. Revisit them across the year in response to children's interests, experience and development.

Nursery

Half term	Focus	Core computing experiences	Progression emphasis	Links to strands
Autumn 1	Exploring familiar technology	Explore cause-and-effect toys, buttons, pretend phones and tills; notice what happens after an action; use technology alongside a trusted adult.	Curiosity; cause and effect; pressing and releasing controls; asking before use.	Systems; Safety
Autumn 2	Using simple controls	Explore keyboards, mice and touch screens through play; select a large target with support; match devices to familiar uses and practise caring for equipment.	Control of simple inputs; naming devices; noticing a response; care routines.	Systems; Language
Spring 1	Following instructions	Follow one instruction, then a short familiar sequence; order routine pictures; use first and next; explore positional language through movement games.	Listening; ordering actions; beginning to give instructions and notice mistakes.	Programming; Language
Spring 2	Images, sounds and marks	Explore a camera, drawing tool or audio recorder with adult support; ask before photographing; talk about an image or sound and what it records.	Purposeful exploration; noticing tool functions; making choices; permission.	Media; Systems; Safety
Summer 1	Routes and movement	Guide a friend or toy along a simple route; use forwards and turn; explore a programmable toy with an adult and predict a single movement.	Connecting instructions to actions; positional language; trying again when needed.	Programming; Reflection
Summer 2	Sorting and grouping	Match and sort objects or photographs during play; explain what is the same or different; help arrange objects to show a group and answer simple questions.	Grouping by a feature; explaining a simple rule; comparing groups through talk.	Data; Language

Whole-year thread: Ask permission, handle equipment carefully, respect others and seek help from a trusted adult when unsure.

Reception Computing Curriculum Map

Units, computing opportunities and progression emphasis

Reception progression

Reception builds on Nursery exploration with greater control, purpose, sequencing and independence. The units and half-term order follow the supplied Computing progression. Safety, care, permission and trusted-adult support are taught and revisited throughout the year.

Reception

Half term	Unit	Core computing experiences	Progression emphasis	Links to strands
Autumn 1	Computing through continuous provision	Explore cause-and-effect toys and role-play technology; use cameras, audio and drawing tools with adult support to create, communicate or record.	Familiar technology; actions and responses; purposeful exploration; agreed routines.	Systems; Media; Safety
Autumn 2	Computing systems and networks 1: Using a computer	Recognise keyboard, mouse and screen; log in and out with support; practise moving, clicking and dragging through short purposeful tasks.	Basic input control; identifying hardware; growing independence; careful use.	Systems; Safety
Spring 1	Programming 1: All about instructions	Follow and give simple instructions; order everyday actions; predict an outcome; notice an error and change an instruction to make it clearer.	Clear ordered instructions; sequencing; prediction; testing and debugging.	Programming; Reflection
Spring 2	Computing systems and networks 2: Exploring hardware	Explore hardware and its purpose; choose a camera or tablet to capture an image; take and review photographs and suggest a small improvement.	Hardware and purpose; image capture; review and selection; asking permission.	Systems; Media; Safety
Summer 1	Programming 2: Programming Bee-Bots	Use arrows and directional language; plan a short route; enter commands; test the route, clear earlier commands and change the sequence when needed.	Commands and sequence; prediction; forwards and turns; testing and debugging.	Programming; Reflection
Summer 2	Data handling: Introduction to data	Sort using an agreed rule and explain a category; ask and answer yes/no questions; explore simple branching and make or interpret a pictogram.	Grouping and representing information; following a sorting rule; answering questions.	Data; Language

EYFS Computing Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

This overview brings together the strands in the supplied Computing progression, with language and reflection made explicit. Learning is revisited through adult-guided teaching, continuous provision and child-initiated play. These curriculum end points guide teaching and transition; they are not separate statutory Early Learning Goals.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Computing systems & networks	Explores familiar technology and cause-and-effect devices. Uses buttons, touch screens and role-play equipment with support.	Uses a mouse, keyboard or touch screen with growing control. Names common hardware and explains a simple purpose.	Chooses a familiar device for a short task. Recognises that an input produces a response and cares for equipment.	device, computer, screen, mouse, keyboard, input
Programming & computational thinking	Follows simple instructions and orders familiar actions. Uses positional language through play and movement.	Gives clear instructions; sequences and debugs actions. Plans, programs and tests a short Bee-Bot route.	Creates and follows an ordered sequence. Predicts an outcome and makes a simple correction when it does not work.	instruction, sequence, command, program, route, debug
Data handling	Matches, sorts and groups objects in play. Talks about similarities and differences with adult support.	Sorts by an agreed rule and explains a category. Uses yes/no questions, simple branching and pictograms.	Organises information into groups and answers questions about how many, most or least using a simple representation.	data, sort, group, category, yes/no, pictogram
Creating media & purposeful use	Uses technology in role play and experiments with images, sounds and marks alongside an adult.	Takes and reviews photographs. Uses a simple digital tool to record or create for an agreed purpose.	Explains why a familiar tool was chosen and makes a small improvement to an image, recording or digital outcome.	camera, photograph, record, create, select, change
Digital literacy & online safety	Uses devices alongside a trusted adult and follows care routines. Asks before using equipment or photographing.	Understands permission and privacy. Stops and tells a trusted adult when something is unexpected or worrying.	Uses familiar technology safely, kindly and for an agreed purpose. Seeks help and asks permission appropriately.	safe, permission, private, trusted adult, online, help
Language, reflection & independence	Names familiar devices and describes an action or response. Tries again with encouragement and adult help.	Uses subject vocabulary to explain a choice, predict a result and describe a change. Support reduces as control grows.	Explains what was done and why; identifies a simple improvement and applies learning in another familiar context.	choose, predict, test, explain, improve, purpose

Implementation note: Progress is shown through more purposeful choices, greater control, clearer explanations and growing independence. Evidence can come from play, talk, observation and practical tasks; a polished digital product is not required.

Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar devices, controls and routines, without assuming children have technology at home.	**2 MODEL THE NEW STEP** Demonstrate a control, instruction or sorting rule; ask children to predict, try and explain.	**3 PLAN FOR PROVISION** Offer tills, cameras, audio tools, Bee-Bots, sorting resources and adult-selected digital content.
4 ASSESS PROCESS Observe use in play, ask for an explanation and check whether learning transfers to another task.	**5 BUILD LANGUAGE** Model precise vocabulary and encourage children to name, describe, predict and explain choices.	**6 SUPPORT INDEPENDENCE** Adapt controls and visuals, reduce support as confidence grows and model safe help-seeking.

What progression should look like in children's learning

KNOW MORE	DO MORE	CHOOSE MORE	EXPLAIN MORE	IMPROVE MORE
Recalls device purposes, routines and key vocabulary.	Controls tools and sequences actions with confidence.	Selects a suitable tool or rule for a simple purpose.	Describes a choice, prediction or observed response.	Tests, reviews and makes a simple correction.

Suggested evidence for assessment and subject leadership

PUPIL VOICE	PROCESS & OUTCOMES	PROVISION & TEACHING	TRANSITION
Can children name, describe, predict and explain a choice or outcome?	Do routes, images, sorting tasks and observations show growing independence?	Are tools, vocabulary, permission and safe routines modelled and revisited?	Can children apply learning in a new task and seek help appropriately?

End-of-Reception readiness for Year 1 Computing

SYSTEMS & PURPOSE Selects suitable hardware and uses familiar controls for a simple task.	**PROGRAMMING** Sequences instructions and programs, tests and corrects a short Bee-Bot route.	**DATA HANDLING** Sorts by a rule and answers simple questions about groups or a pictogram.
CREATING MEDIA Uses a tool to record or create, reviews the result and makes a small improvement.	**SAFETY & RESPONSIBILITY** Asks permission, respects privacy and stops and tells a trusted adult when unsure.	**REFLECTION & INDEPENDENCE** Explains choices, applies learning and uses technology with increasing independence.

Read alongside the Computing long-term overview, EYFS planning, continuous-provision plan, assessment evidence and whole-school Computing progression. Use practical outcomes, child comments, photographs and short recordings proportionately to inform next steps.