Curriculum Progression Map for EYFS-Computing and Online safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go. Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving. In EYFS at Ghost Hill this is covered across continuous provision and specific days such as online safety day.					
Themes	Guess Who?	Winter Wonderland	Roars and claws	Eye Spy	Telling Tales	What a Splash!
Nursery	Choose the right resources to carry out their own plan. Develop their own ideas and then decide which materials to use to express them. Understand and follow a basic instruction. Explore the outcomes when pressing buttons on toys and resources. Match their developing physical skills to tasks and activities in the setting. Explore how things work. Understand that cameras can take still and moving images. Select and use activities and resources, with help when needed. Use one-handed tools and equipment, such as a mouse. Develop their own ideas and then decide which materials to use to express them. Recognise the letters in their name on a computer keyboard. Discuss and identify information technology in school.					

	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed, or upset.
	I can recognise some ways in which the internet can be used to communicate.
	I can give examples of how I (might) use technology to communicate with people I know.
	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.
	I can give some simple examples of these rules.
	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
	I know that work I create belongs to me.
	I can name my work so that others know it belongs to me.

Reception	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Begin to verbally compose a basic instruction. Select and use a range of technology, including programming a simple toy. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Discuss and identify information technology both in school and the wider world. Begin to understand why we use technology. I can understand different behaviours online and classify these into kind and unkind behaviours. If something happens that makes me feel sad, worried, uncomfortable, or frightened I can name the people I could tell. I can give examples of when I should ask permission to do something online and explain why this is important. I can identify ways that I can put information on the internet. I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. I can explain rules to keep myself safe when using technology both in and beyond the home. I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted. I know that my work is my own and it is important to respect others' work.