

I can name my work so that others know it belongs to me.

I can talk about how to use the internet as a way of finding information online.

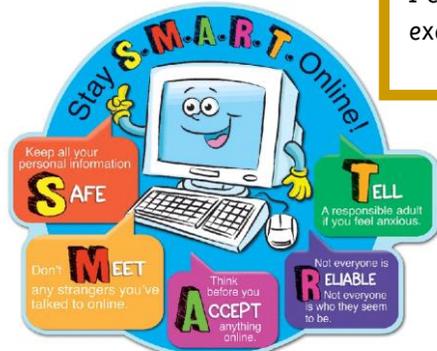
I can recognise some ways in which the internet can be used to communicate.

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 ways that I can put information on the internet



**EYFS  
Digital Citizen  
'I can...'**

I can describe ways that some people can be unkind online.

I can describe who would be trustworthy to share this information with; I can explain why they are trusted.

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

I can identify devices I could use to access information on the internet.

I can offer examples of how this can make others feel.

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 know that work I create belongs to me.

Understanding the World

Communication  
And Languages

Literacy

Physical development

Expressive arts  
& Design

Personal  
Social &  
Emotional  
development

Maths

Classrooms may have a range of technology, both functioning and model / broken devices, or a variety of electronic toys, such as remote controlled cars, walkie-talkies, as part of continuous provision.

Beginning to explore positional language

Using voice or video recorders, encouraging self evaluation of their own speaking

Children should be given the opportunity to tinker, or play, with a device, in order to discover how it functions.

Beginning to explore positional language

Giving instructions or explaining thinking throughout their play.

Sequencing activities, such as retelling stories or rhymes.

### Computational Thinking

#### EYFS

Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. Key concepts and approaches are used to help support and develop thinking needed for their next stage of learning. (See Appendix 1)

Spotting patterns or repetition in a story, rhyme or picture sequence.

Children are given access, where appropriate, to mouse skills and control games to develop fine motor skills.

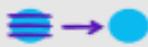
Explaining and describing their own creations. This may include, what, where and why explanations.

The use of painting and graphics applications can further develop pupils' keyboard and mouse skills where appropriate.

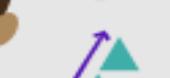
# The Computational Thinkers

Early Years

## Concepts

-  **Logical Reasoning**  
anticipating and explaining
-  **Abstraction**  
working out what is important  
and ignoring what is not important
-  **Pattern**  
comparing, spotting  
similarities and differences
-  **Algorithms**  
instructions and sequencing
-  **Decomposition**  
breaking problems down into steps

## Approaches

-  **Tinkering**  
playing and exploring
-  **Creating**  
making things, checking  
things and fixing things
-  **Collaboration**  
playing and working  
cooperatively
-  **Persevering**  
not giving up



We're all  
computational  
thinkers here!

When you think about it, whether we're parents, pupils or teachers  
- we're all natural computer scientists, capable of computational thinking.  
[barefootcomputing.org](http://barefootcomputing.org)

