Computing links with EYFS

<table>
<tr><td rowspan="3">Understanding the World</td><td colspan="3">Intent
To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.
To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Wolstanton is special, have an awareness of other people's cultures and beliefs.</td></tr>
<tr><td colspan="3">Educational Programme
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</td></tr>
<tr><td>Concepts: Identify and Difference
Computing:
Computing Systems and Networks
To recognise technology in school.
To know how to operate simple equipment.
To begin to use a mouse on the class computers.
To begin to use a keyboard.

Creating Media
To explore a paint program to create a picture. (Jit5)
To use the mouse to select colours or shapes.

To know we can use technology to find out about Wolstanton.

Education for a connect world and project evolve
- Self-image and identity
- Online Bullying
- Health, well-being and lifestyle</td><td>Concepts: Choices and Changes and Growth
Computing:
Programming
To give directions for a friend or using the small world using directional language (Maths and CLL link).
To follow a direction.
To make choices to debug an algorithm with support.

Data and Information – link with mathematics

To know we can use technology to find out information as a class.
To know how to operate simple equipment.

Education for a connect world and project evolve
- Copyright and ownership
- Privacy and security</td><td>Concepts: Life and Nature and Exploration
Computing:
Creating media
To explore a paint program to create a picture. (Jit5)
To use the mouse to select colours or shapes.
To use the mouse to explore the text button.
To begin to touch type.

Programming
To give directions using a Beebot or software (Jit5) using directional language.
To follow a direction.
To make choices to debug an algorithm with support.

To know we can use technology to find out information as a class.
To know how to operate simple equipment.
Education for a connect world and project evolve
- Online Relationships</td></tr>
</table>

Computing links with EYFS

			- Online Reputation - Managing online information

Communication and Language	**Intent** To become a **Confident Communicator** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.		
	Educational Programme The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
	<u>Listening, Attention and Understanding</u> - To understand how to listen carefully and wait my turn to speak - To learn and use new vocabulary e.g. unique, identity, difference, similarities, equal, school, community, classroom, corridor, dinner hall,	<u>Listening, Attention and Understanding</u> - To understand how and why I need to listen carefully and when to respond in a conversation - To learn and use new vocabulary throughout the day and in different context e.g. choice, good, bad,	<u>ELG: Listening, Attention and Understanding</u> - To listen attentively and respond to what I hear with relevant questions, comments and actions when I'm read to and during whole class discussions and small group interactions; - To make comments about what I have heard and ask questions to clarify my understanding;

Computing links with EYFS

	library, playground, family, mum, dad, brother, sister, grandad, grandma, house, flat, bungalow, terraced house, window, door, roof, chimney, garden, fence, wall, Diwali, celebrate, gathering, party, fireworks, traditions, festivals, special - To understand what a question is and begin to answer who, what, where and why questions Speaking - To think of my own ideas and begin to put them into a spoken sentence. - To begin to connect ideas. - To describe familiar events. - To respond to social phrases. - To sit still and listen in story times. - To retell the story using words and repeated phrases from the story. -To listen carefully to rhymes and songs, paying attention to how they sound. - To listen to non-fiction books. Computing: To connect: To contribute my ideas to our class webpage and twitter.	evil, responsibility, change, growth, similarities, differences - To ask questions to find out more and to check I understand what has been said to me. Speaking - To put my ideas and thoughts into a spoken sentence. - To connect one idea or action to another using a range of conjunctions for example 'because' and 'and' to explain my learning e.g. why something might happen. - To describe events in some detail. - To develop social phrases. - To listen to and talk about stories to build familiarity and understanding. - To retell the story in some of my own words. - To learn rhymes, poems and songs. - To listen to and talk about selected non-fiction to develop my new knowledge and vocabulary. Computing: To connect: To contribute my ideas to our class webpage and twitter.	- To hold conversation when engaged in back-and-forth exchanges with my teacher and peers. ELG: Speaking - To participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary; - To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - To express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher. Computing: To connect: To contribute my ideas to our class webpage and twitter.

Computing links with EYFS

<table>
<tr><td rowspan="4">Personal Social and Emotional Development</td><td colspan="3">Intent
To become an Independent Individual who can follow the 'Ellison Rights and Responsibilities', therefore 'developing independent learning in a caring environment'.
To set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.
To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.</td></tr>
<tr><td colspan="3">Educational Programme
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</td></tr>
<tr><td>Self-Regulation
- To know and talk about different feelings that I feel.
-To know my strengths and next steps (a goal).
-To listen to others whilst I play and learn.
-To follow an instruction.

Managing Self
-To be happy to try new activities.
-To know that we have school rules and rules to follow in life.
-To ask for help when getting dressed.
_ To manage my own toileting needs.</td><td>Self-Regulation
- To know and talk about how others might be feeling.
-To begin to develop ways to manage my feelings.
-To wait for what I want and not give up.
-To respond to others whilst I play and learn.
-To follow multi-step instructions.

Managing Self
-To show confidence and independence when trying new learning activities.
-To begin to develop strategies to be resilient and persevere in the face of challenge.
-To decide on rules that we should follow and begin to follow them.
-To begin to understand the difference between right and wrong.</td><td>ELG: Self-Regulation
- To show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly;
- To set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate;
- To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self
- To be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- To explain the reasons for rules, know right from wrong and try to behave accordingly;
- To manage my own basic hygiene and personal needs, including dressing, going to the toilet and</td></tr>
</table>

Computing links with EYFS

	Computing: To tell an adult when I see something unexpected or worrying online and close the document. To talk about why it's important to be kind and polite. To agree and follow sensible e-Safety rules. **Education for a connect world and project evolve** - Self-image and identity - Online Bullying - Health, well-being and lifestyle **Building Relationships** -To play alongside others. -To begin to understand how to be a friend. -To understand and identify my needs. Sandwell: AI: All about me Jigsaw: AI: Being me in my world A2: Celebrating difference	-To become more independent when dressing and undressing. -To manage my own basic hygiene and personal needs. -To begin to understand what healthy choices are. **Computing:** To tell an adult when I see something unexpected or worrying online and close the document. To talk about why it's important to be kind and polite. To agree and follow sensible e-Safety rules. **Education for a connect world and project evolve** - Copyright and ownership - Privacy and security **Building Relationships** -To share and turn take with others during work and play. - To understand and talk about friendships and other relationships. -To understand and identify others' needs. -To begin to resolve conflicts and accept others' opinions, ideas and needs. Sandwell: SpI Resilience and coping Jigsaw: SpI Dreams and goals, Sp2 Healthy Me	understanding the importance of healthy food choices. **Computing:** To know to keep my password private. To begin to know what personal information is. To tell an adult when I see something unexpected or worrying online and close the document. To talk about why it's important to be kind and polite. To agree and follow sensible e-Safety rules. **Education for a connect world and project evolve** - Online Relationships - Online Reputation - Managing online information **ELG: Building Relationships** - To work and play cooperatively and take turns with others; - To form positive attachments to adults and friendships with peers; - To show sensitivity to my own and to others' needs. Sandwell: SI Being the best me I can be Jigsaw: SI Relationships, S2 Changing me