



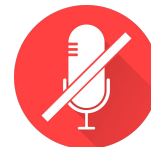
Computing at School



# Welcome to the Leicester North CAS community meeting

Early Years planning and resources

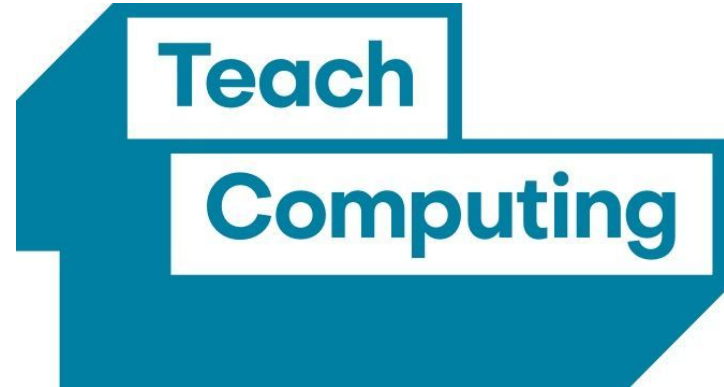
Ensure you are muted



Please use the chat as much as you can to ask questions and post relevant links

**NCCE**

**National  
Centre for  
Computing  
Education**



# Introductions and about my school



# Early Years Foundation stage



Be a role model  
- allow them to see you accessing files on the computer/IWB.

Continue to encourage the use of technology within role-play areas/situations

What devices are children familiar with now in 2020?

What types of simple programs are there?

Don't be afraid to add 'old' technology into your provision and discuss the names of these.

Understanding the world: technology			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.</li> <li>Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.</li> </ul>
 40-60+ months	<ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<ul style="list-style-type: none"> <li>Encourage children to speculate on the reasons why things happen or how things work.</li> <li>Support children to coordinate actions to use technology, for example, call a telephone number.</li> <li>Teach and encourage children to click on different icons to cause things to happen in a computer program.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.</li> <li>Provide a range of programmable toys, as well as equipment involving ICT, such as computers.</li> </ul>

More and more companies are looking to employ people with skills such as:



**ROUTE TO RESILIENCE**  
 IN SCHOOL | AT HOME | FOR LIFE



# Characteristics of effective learning

Characteristics of Effective Learning



@Teacher's Pet 2013 www.fpet.co.uk

Characteristics of Effective Learning



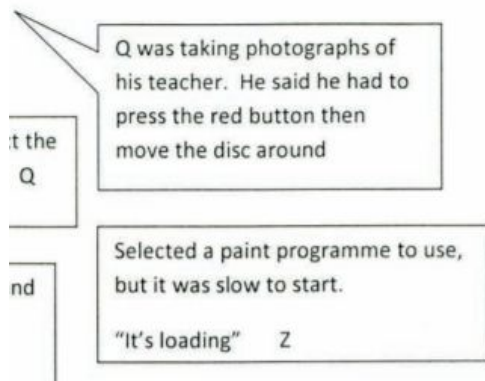
@Teacher's Pet 2013 www.fpet.co.uk

Characteristics of Effective Learning



@Teacher's Pet 2013 www.fpet.co.uk

# Exemplification



## EYFS Profile exemplification for the level of learning and development expected at the end of the EYFS

### Understanding the world

#### ELG15 – Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

# Observations



Photos removed for GDPR reasons

12.03.20  
During his choosing time today [redacted] stated that he wanted to spend time on the computer. He was able to login using his username and password. He was able to use the mouse and keyboard accurately to navigate the computer. He opened 'Paint' by typing it into the search bar. He then began to draw shape  
Utw → t ELG (HN)

02.03.20  
During freeflow today [redacted] was showing his computing skills by engaging with the code-a-pillar. He was able to connect the relevant pieces that he wanted to use to make the code-a-pillar travel the correct way. On one occasion the code-a-pillar crashed into the radiator. [redacted] was able to alter the pieces he used to ensure it didn't crash again!  
Utw → t (HN)

# Changes in Development matters

How are you thinking of teaching technological skills going forward?

Are you going to adopt a cross-curricular approach?

Are there any aspects or skills that need to be taught discreetly?

How are you going to build on the skills that the children have learnt during the period of being at home and learning remotely?

How can you prepare your pupils for Year 1?



# Nursery

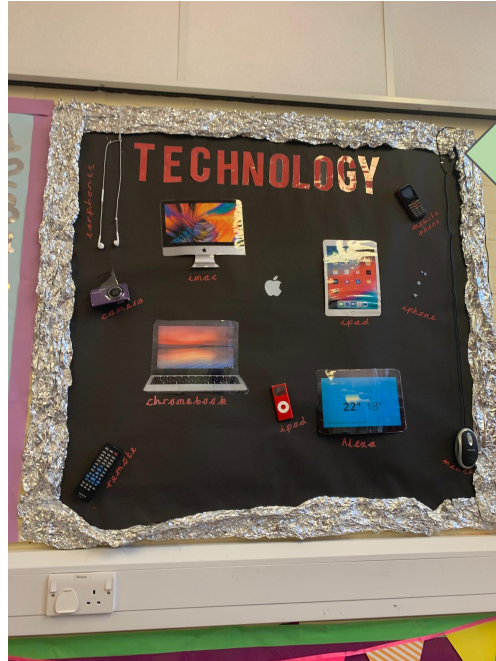
- Access to the IWB
- Ipad monitors - in control with them in the outdoor provision
- Recognising logos
- TTS - Storyphones and talking tins



# Classroom

Allow the children to experience a variety of technology and tools even if they are slightly old now and before their time.

Observations



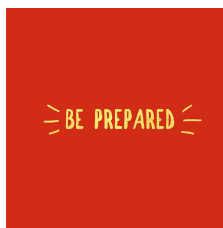
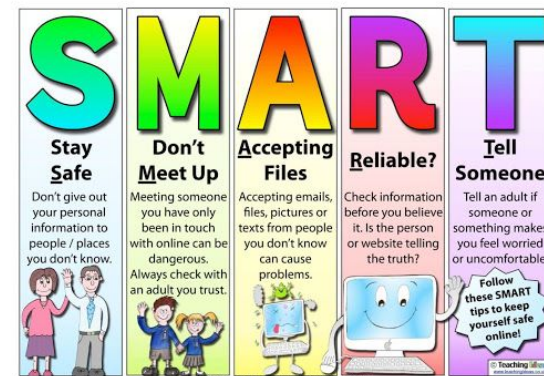
Other IT equipment also available in areas

Photos



# Online safety rules

- Across the whole year
- Displayed throughout school
- Discussed at the top of each Computing lesson
- Assemblies - termly.
- Disclosures - reporting via CPOMs, opening that dialogue with parents
- Games and age restrictions, sibling ages, newsletters,
- AUPs - signed at the start of the year by pupils, by parents during their induction/new arrivals
- Expectations for 'Teams'.





# Remote learning

How have your children managed with remote learning?

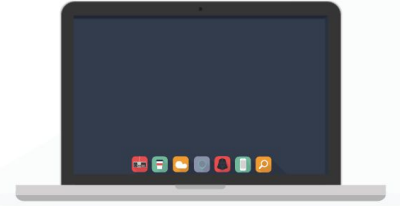
What platform did you use?

How did you manage this?

We used Microsoft Teams - Reception to Year 6.

In Reception they received two live sessions daily. 1 in the morning and 1 in the afternoon.

Each child was provided with their own password card - across the school.



# In the provision

- Investigation station/technology tub - children can explore the different types of technology
- Dependent on your topics - Space in the Spring term
- How can you include technology within role-play areas?
- How can you include technology outside?
- Collect lots of your old equipment - computing equipment but also devices that the children may be familiar with
- Old Alexa, Old iPhones - 4 different ones, digital cameras + the associated tools that come with those - keyboards, webcams, headphones



# In the provision



- Children being able to access ipads and take them outside with them - invest in rubber cases!
- Do not underestimate the power of your IWB - are they at the right height for your children?
- What is your objective? Is it the technology aspect of Development matters? Or are you teaching them something to do with literacy? Is the technology being a hindrance?
- Management of devices - calling a group over at a time, lanyards/badges
- Think about role-play equipment - thermometers, talking tins



# In the provision

- Don't be afraid to keep it relatively open-ended - What other resources do you have within your provision that the children can access? E.g Code a pillars and multilink cubes
- Prompt cards - Supports all the adults in the room as well as some of the AA children.
- Do not underestimate what the children can do!
- Start of the year - rest of the school do a Google form about devices. We did it as a class in EYFS and took a vote.
- Giving them responsibility for turning equipment on and off. Know how to pause the Music playing.

*Can you use the ipad to play on the app?*



*Which buttons do you need to use to get there?*

*Can you give the beebots and the code-a-pillar instructions?*



*How many steps are you going to include in your set of instructions?*

# In the provision

- I am always walking around the school with the children - point out different technology
- Talk to them conversationally - the computer is very slow today - explain why, open that discussion, I have just got to send a quick email - does anybody know what an email is?
- As subject leader do an inventory of your IT equipment. Do you have any spare devices you could provide specifically to EYFS?



# Learning journeys/Observations

Different apps that can be used to record observations:



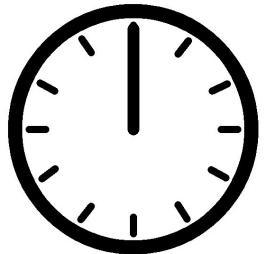
Depending on your school's expectations

# Teaching the skills

Short 10 minute lessons during the afternoons

Not every week - very much on an ad hoc basis and fits in with our topics/time of year/special days

Monday morning - model the week's activities, modelling of how to access





# EAL

Talking tins

Google translate

Dictaphones

Lingokids app



# Physical computing

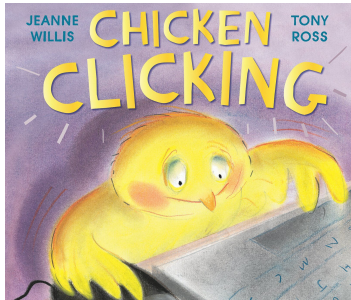


It is really important in our school for our children to be able to experience a range of devices and platforms



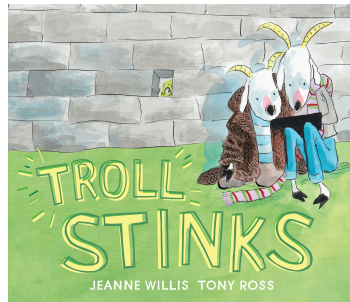
Microsoft  
Apple  
Google

# Story books



The chick uses the farmer's password on his computer. Shopping online. She arranges to meet with a friend she's met online.

The Goats within the story start sending mean messages by text.



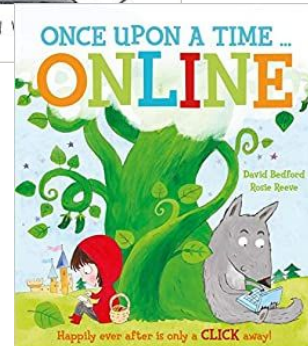
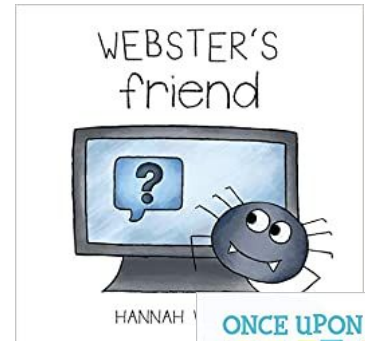
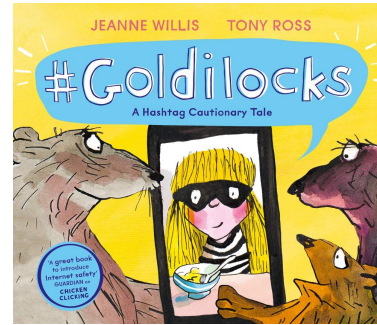
## PENGUINPIG

Written by Susan Spindlow  
Illustrated by Amy Bradley

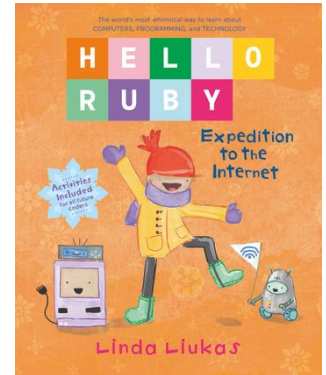
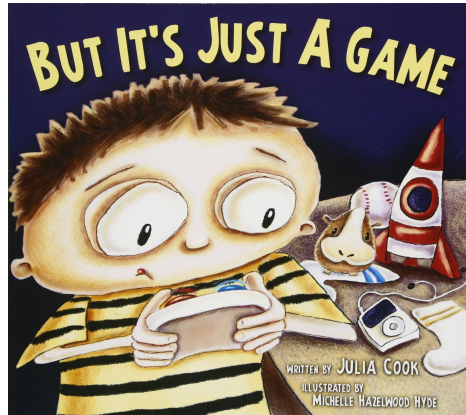
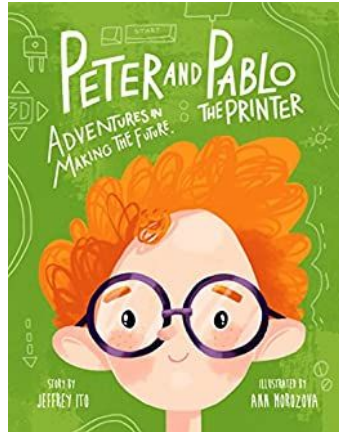
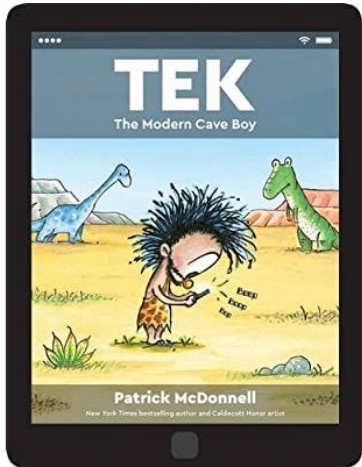
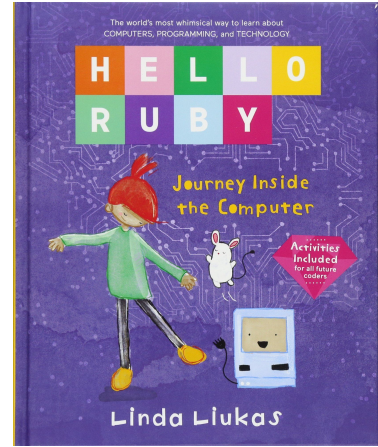
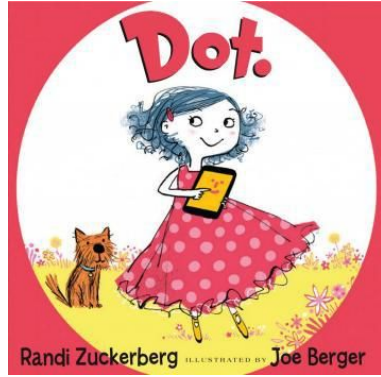


## MONKEYCOW

Susan Spindlow & Amy Bradley

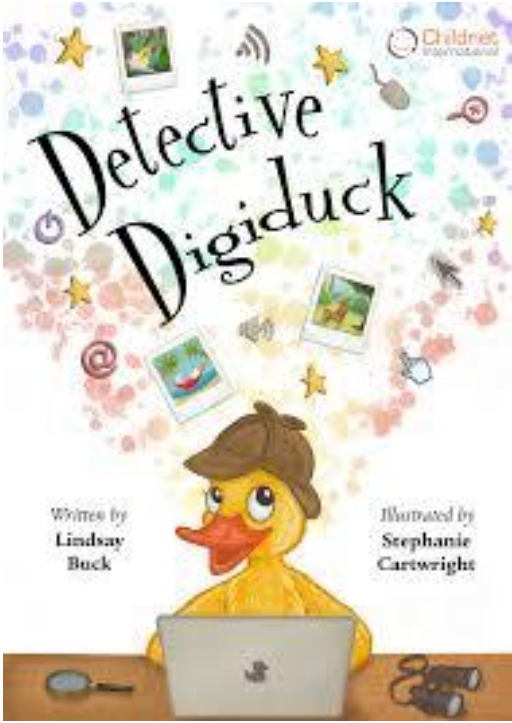
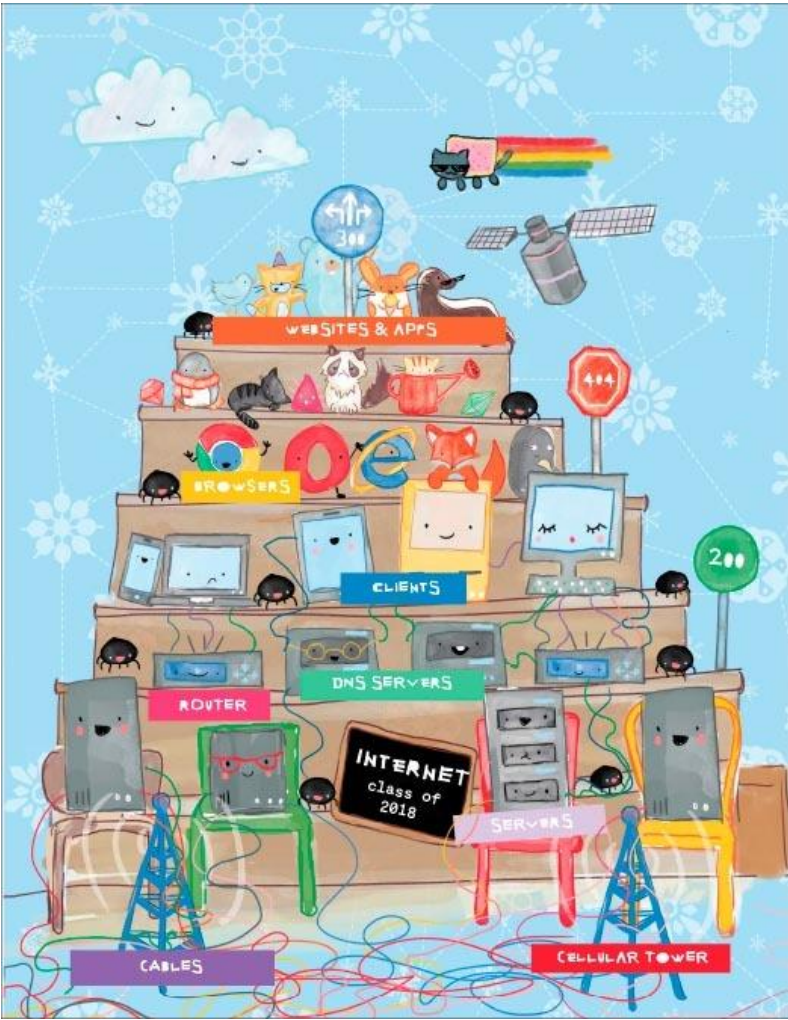


Can be used across all of the Primary years - different topics and themes can be pulled out of the book.

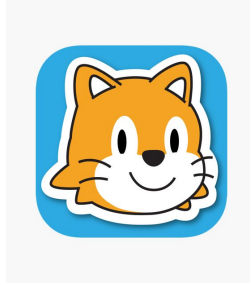




# Hello Ruby



# Summer term in preparation for Year 1



Relate to the children's previous learning with the Code-a-pillar's and the beebots. Blocks on screen as opposed to the moveable blocks of the code-a-pillar. Depends on the cohort of children.



Introduction to the chromebooks - talk through the different features

Power on

Track pad

Screen - ensuring they realise it isn't touch screen

Discuss how it is similar or different to what they already use in school/at home.

Logging on - same username and password to begin with.

# Other useful resources

Smartie the penguin, Jessie and friends

## Apps:

Teach your monster to read - parents?

Letter school - handwriting

My very hungry caterpillar £5.99

Chatterpix

Use the basic ipad apps such as - camera, notes, keynote,



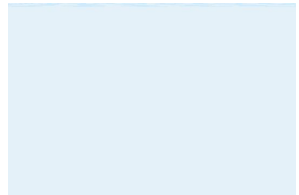


# Parents

Exhibition

Sections on our website - general online safety but also computing sections within each year group page

Modelling good use of IT too - twitter, website etc.



# My next meeting

## Long term planning in Computing

Tuesday 15th June - 4pm till 5pm

<https://community.computingschool.org.uk/events/9072>



**Computing** at School

Any questions?



Thank you for attending!