



## Quinton Church Primary School EYFS to KS1 Bridges

### Computing EYFS to KS1 Bridge

Prime area of Learning	ELG 2 Managing Self	How this is achieved in EYFS	Computing KS1
<u>Personal,</u> <u>Social and</u> <u>Emotional</u> <u>Development</u>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience, and perseverance in the face of a challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Use of technology: Use of iPads for creating, photography, and technology, as well as BeeBots</li> <li>E-Safety: what to do if there is something that upsets you, and focus within the E-Safety curriculum as part of E-Safety week.</li> <li>Playing and exploring: investigate, experience things, and 'have a go'</li> <li>Active learning: concentrate, keep on trying if encountering difficulties, and enjoy achievements;</li> </ul> <p>Activity examples:</p> <ul style="list-style-type: none"> <li>Bee-bots (direction)</li> <li>Use of interactive whiteboard</li> <li>Technology e.g. phones, tills, ipads.</li> <li>Using ipads for self portraits</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
<b>Specific Area of Learning</b> <u>Expressive</u> <u>Art and</u> <u>Design</u>	<b>ELG 16</b> <b>Creating with Materials</b>	<b>How this is achieved in EYFS</b>	<p><b>Subject content links:</b></p> <ul style="list-style-type: none"> <li>Use JIT5 paint software to produce drawings.</li> <li>Bee-bots to encode algorithms and programme.</li> </ul>
	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>Creating and thinking critically: have their own ideas, make links between them, and develop strategies for doing things.</li> <li>Adult Interactions</li> <li>Logical reasoning: What will happen if I do this? How do you know?</li> </ul>	



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		<ul style="list-style-type: none"><li>• Algorithms: What do I need to do to solve this is there a better way?</li><li>• Decomposition: Can we break this problem up? Could we each do different jobs to solve the problem?</li><li>• Patterns: Have you solved something like this before?</li><li>• Abstraction: What's the most important thing here? Maybe we can draw a picture of this?</li><li>• Evaluation: What went well? Which way worked best?</li><li>• What would you do differently next time.</li></ul> <p>Activity examples:</p> <ul style="list-style-type: none"><li>• Use of bee-bots for direction.</li><li>• Trail and error activities.</li></ul>	<ul style="list-style-type: none"><li>• Use logical thinking to evaluate algorithms.</li></ul>
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