



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



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