

EYFS Computing Overview

Activity 1

We have confidence

1 About this experience

Software/online tools: Microsoft PowerPoint®/Tizzy's First Tools

Hardware: Computer/laptop, microphone, MP3 recorders

Outcome: A game that requires the player to identify a child's voice

Introduction

Do the children enjoy seeing and sharing photographs of themselves? Do they like recording themselves and listening to these recordings? In this activity, the children will create a game using sound recordings of themselves talking. To play the game, the sound recordings will need to be matched with the appropriate photograph.

Framework and curriculum links

Focus area of learning and development

- > **Personal, social and emotional development: self-confidence and self-awareness**

The children have the confidence to speak in a familiar group.

Other areas of learning and development

- > Communication and language: speaking
- > Communication and language: listening and attention

Characteristics of effective learning

- > Playing and exploring
 - Showing a 'can do' attitude
 - Taking a risk, engaging in new experiences, and learning by trial and error
- > Active learning
 - Being proud of how they accomplish something – not just the end result

Activity 2

We can take turns

1 About this experience

Software/online tools: Kent Trust Web/Dinobuilder/Poisson Rouge/Booh Baah Zone/

Busythings/2Simple Purple Mash (Simple City), Microsoft Word®/Microsoft PowerPoint® or other document file to paste in screen images

Hardware: Interactive whiteboard (IWB)/computer with touch-screen monitor/iPad/iPod/computer or laptop with mouse/roller ball/switch access

Outcome: A picture or pattern created by taking turns

Introduction

Do the children work together well? Do they enjoy a challenge? In this activity, they will take turns to use simple on-screen activities, creating pictures or patterns by touching the screen or using the mouse. They will understand that generally only one person can change things at one time, and to complete their task they have to wait their turn.

Framework and curriculum links

Focus area of learning and development

- > **Personal social and emotional development: making relationships**

The children play cooperatively, taking turns with others. They take account of one another's ideas

about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Other areas of learning and development

- > Communication and language: speaking
- > Expressive arts and design: exploring and using media and materials

Characteristics of effective learning

- > Playing and exploring – engagement
 - Showing a 'can do' attitude
- > Active learning
 - Paying attention to detail
 - Reviewing how well the approach worked

Activity 3

We are successful

1 About this experience

Software/online tools: Microsoft PowerPoint*/Microsoft Photo Story 3/Clicker 5/6/Tizzy's First Tools

Hardware: Digital camera, computer/laptop and printer (if necessary)

Outcome: A presentation that celebrates the children's achievements or special events in their life

Introduction

Do the children love talking about things they have done, or special events in their life? In this activity, they will have the opportunity to take photographs of things they have achieved and then combine these with text or sounds to create a presentation that they can share with others.

Framework and curriculum links

Focus area of learning and development

- > **Personal social and emotional development: self-confidence and awareness**
The children are confident to try new activities and to say why they like some activities more than others.

Other areas of learning and development

- > Communication and language: speaking
- > Literacy: writing

Characteristics of effective learning

- > Active learning
 - Showing satisfaction in meeting their own goals
 - Being proud of how they accomplish something – not just the end result
 - Maintaining focus on their activity for a period of time

Activity 4

We have feelings

1 About this experience

Software/online tools: Microsoft PowerPoint*/Microsoft Photo Story 3/PhotoPeach/Animoto/Clicker 5 or Clicker 6/Tizzy's First Tools/2Create a Superstory/JIT

Hardware: Digital camera, computer/iPad, microphone, camera tripod

Outcome: A digital presentation (book) illustrating how faces and bodies can show feelings

Introduction

Do the children recognise that people's faces and bodies show their feelings? Can they empathise? In this activity, they take photographs of their faces and bodies showing emotions and feelings to create a presentation that they can share with others.

Framework and curriculum links

Focus area of learning and development

- > **Personal social and emotional development: managing feelings and behaviour**
Children talk about how they and others show feelings, talk about their own and others' behaviour.

Other areas of learning and development

- > Expressive arts and design: being imaginative
- > Expressive arts and design: exploring and using media and materials

Characteristics of effective learning

- > Playing and exploring – engagement
 - Showing curiosity about objects, events and people
- > Active learning
 - Paying attention to details
- > Creating and thinking critically
 - Reviewing how well the approach worked

Activity 5 We can drive

1 About this experience

Software/online tools: Microsoft PowerPoint®/Microsoft Word®/Tizzy's First Tools/2Simple 2Publish+/JIT/Early Vision – Off to the garage

Hardware: Computer/laptop, printer, digital cameras, role-play props such as traffic lights, petrol pump

Outcome: A roadway role-play area

Introduction

Do the children love being outside and riding the wheeled play vehicles? Do they enjoy seeing how well they can control them? In this activity, the children will take photographs and use these to develop props to enhance the outside area and make riding the wheeled toys more engaging and challenging.

Framework and curriculum links

Focus area of learning and development

- > **Physical development: moving and handling**
 - They negotiate space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles.

- The children handle tools, objects, construction and malleable materials safely and with increasing control.

Other areas of learning and development

- > Literacy: reading
- > Expressive arts and design: being imaginative

Characteristics of effective learning

- > Playing and exploring
 - Engaging in open-ended activity
 - Acting out experiences with other people
- > Creating and thinking critically
 - Planning, making decisions about how to approach a task, solve a problem and reach a goal

Activity 6 We are DJs

1 About this experience

Software/online tools: Internet browser, Microsoft Word®/Microsoft PowerPoint®

Hardware: Laptop/computer attached to data projector or IWB, simple flashing lights, karaoke machine

Outcome: A video playlist that children use to enact a disco

Introduction

Do the children like to dance and sing to different kinds of music? In this activity, children help to select a music video for a DJ to play at a disco and then dance to it. They will explore ways of disco dancing and understand that music/video/sounds can be played and replayed very easily using a computer.

Framework and curriculum links

Focus area of learning and development

- > **Physical development: moving and handling**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Other areas of learning and development

- > Expressive arts and design: being imaginative
- > Expressive arts and design: exploring and using media and materials

Characteristics of effective learning

- > Playing and exploring – engagement
 - Taking on a role in their play
 - Acting out experiences with other people
- > Active learning
 - Showing high levels of energy, fascination

Activity 7 We can exercise

1 About this experience

Software/online tools: iPad app/online countdown timer/interactive whiteboard (IWB) software timer

Hardware: Computer/laptop, iPad/countdown timer, forehead thermometers, talking tins/talking postcards/MP3 recorders

Outcome: An interactive display about the importance of exercising

Introduction

Do the children enjoy exploring different ways of moving? In this activity, the children are encouraged to be physically active and then feel the effects this exercise has on their bodies. They will develop an understanding of the positive effect that exercise can have on their health.

Framework and curriculum links

Focus area of learning and development

- > **Physical development: health and self-care**
Children know that physical exercise makes an important contribution to keeping healthy.

Other areas of learning and development

- > Language: speaking
- > Physical development: moving and handling

Characteristics of effective learning

- > Active learning
 - Maintaining focus on their activity for a period of time
 - Showing high levels of energy and fascination
- > Playing and exploring
 - Showing a 'can do' attitude

Activity 8 We are healthy

1 About this experience

Software/online tools: Microsoft Word®, web browser

Hardware: Laptop/computer with Internet connection, interactive whiteboard (optional)

Outcome: A digital healthy eating plate with images from a simple Internet search

Introduction

Do the children like to find things out? Are they health conscious? Do they try to eat healthily? This activity enables children to use child-friendly online information sources to explore healthy eating and share the information they find through group discussion and the creation of a digital healthy eating plate.

Framework and curriculum links

Focus area of learning and development

- > **Physical development: health and self-care**
Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Other areas of learning and development

- > Literacy: reading
- > Communication and language: listening and attention

Characteristics of effective learning

- > Playing and exploring – engagement
 - Showing curiosity about objects, events and people
- > Active learning – motivation
 - Maintaining focus on their activity for a period of time
 - Persisting with an activity when challenges occur

Activity 9

We can listen

1 About this experience

Software/online tools: No applications are required, though you may want to consider [iFootGauge app](#)

Hardware: Walkie-talkies/telephone/radio

Outcome: Communication between two areas of a role-play area using walkie-talkies or other technology

Introduction

Do the children like to try on new and different shoes? Do they enjoy recreating roles in a role-play area? In this activity, the children will set up a shoe shop role-play area in two parts: the shop and the storeroom. They will recreate roles and use technology to communicate information between the two parts of the shop.

Framework and curriculum links

Focus area of learning and development

- > **Communication and language: listening and attention**

The children listen attentively in a range of situations. They give their attention to what others say and respond appropriately while engaged in another activity.

Other areas of learning and development

- > Personal, social and emotional development: making relationships
- > Expressive arts and design: being imaginative

Characteristics of effective learning

- > Playing and exploring
 - Engaging in open-ended activity
 - Taking on a role in their play
- > Being involved and concentrating
 - Maintaining focus on their activity for a period of time

Activity 10

We can understand instructions

1 About this experience

Software/online tools: [Audacity*](#), [Microsoft Word*](#)/[Microsoft PowerPoint*](#)/[Clicker 5/6/Tizzy's First Tools/2Simple 2Create a SuperStory](#)

Hardware: Microwave, digital kitchen scales, computer/laptop, microphone

Outcome: Sticky flapjacks made in a microwave and sound files explaining the process

Introduction

Do the children like to cook and eat what they have made? Can they follow instructions and recount what they have done? Working with a practitioner in small groups (preferably in pairs), the children will follow verbal or written instructions to make sticky flapjacks using a microwave oven. They will then record what they have done.

Framework and curriculum links

Focus area of learning and development

- > **Communication and language: understanding**

The children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences.

Other areas of learning and development

- > Communication and language: speaking
- > Mathematics: shape, space and measure

Characteristics of effective learning

- > Playing and exploring – engagement
 - Using their senses to explore the world around them
- > Active learning – motivation
 - Maintaining focus on their activity for a period of time
 - Being proud of how they accomplished something – not just the end result

Activity 11

We can understand messages

1 About this experience

Software/online tools: If using an iPad: iPad app QuickVoice® Recorder (Lite)/iPad app QuickVoice® Recorder; if using a tablet: Hi-Q MP3 Voice Recorder (Lite)

Hardware: iPad/iPod touch®/tablet/small sound recorders/talking postcards/talking tins

Outcome: The children find 'treasure' by listening to and understanding recorded messages

Introduction

Do the children like to search for treasure? Are they beginning to listen carefully? Can they listen to clues and follow them? Can they work together to solve a problem? In this activity, the children work in pairs to listen to recorded-message clues along a treasure trail to find 'phoneme treasure'.

Framework and curriculum links

Focus area of learning and development

- > **Communication and language: understanding**
The children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories and events.

Other areas of learning and development

- > Communication and language: listening and attention
- > Literacy: reading

Characteristics of effective learning

- > Playing and exploring – engagement
 - Seeking challenge
- > Active learning – motivation
 - Paying attention to details
- > Creating and thinking critically – thinking
 - Making predictions

Activity 12

We are talkers

1 About this experience

Software/online tools: Microsoft Movie Maker/any video-editing software that comes with your video camera, Microsoft PowerPoint®/Clicker 5/6 (see *Taking it further*)

Hardware: Computer/laptop, video camera

Outcome: Video clips of the children re-telling/telling stories

Introduction

Do the children enjoy playing the role of the teacher by 'reading' a book to a group of children? Do they enjoy being videoed and watching the video clips back? In this activity, the children record video clips of themselves retelling/telling stories and then share these video clips with others within and beyond the setting.

Framework and curriculum links

Focus area of learning and development

- > **Communication and language: speaking**
The children use talk to organise, sequence and clarify thinking, ideas, feelings and events. They express themselves effectively, showing awareness of listeners' needs.

Other areas of learning and development

- > Literacy: reading
- > Expressive arts and design: being imaginative

Characteristics of effective learning

- > Playing and exploring
 - Showing a 'can do' attitude
 - Taking a risk, engaging in new experiences, and learning by trial and error
- > Creating and thinking critically
 - Checking how well their activities are going