ST PHILOMENA'S PRIMARY SCHOOL
COMPUTING MEDIUM TERM PLANNING EYFS
2026 - 2027

EYFS Computing – Understanding the World and Wider EYFS Learning
Purposeful technology experiences support children's learning across the EYFS educational programmes, particularly Understanding the World. Computing is not a separate statutory EYFS area of learning. Child-initiated learning, supported by adults, continues daily.
Plans are flexible and may be adapted to children's interests, experiences and developmental stages.
Communication and Language (CL), Personal, Social and Emotional Development (PSED), Physical Development (PD) and the characteristics of effective learning underpin these experiences. Early Learning Goals are end-of-Reception assessment expectations, not the curriculum itself.
Six suggested technology-related learning opportunities are set out for each half term. These are revisited through play and continuous provision, not a requirement for six formal Computing lessons. Screen use is brief, purposeful, supervised and balanced with practical experiences.
Subject cultural capital: Children encounter technology used in everyday life through familiar devices, communication, photographs, music, stories and, where appropriate, adult-supported virtual visits.
Continuous provision: Indoors – role-play devices, cameras, Bee-Bots, keyboards, interactive whiteboard, e-books and carefully selected digital resources. Outdoors – directional games, programmable toys and opportunities to record observations. Adults supervise devices and follow safeguarding and image-use procedures.
Relevant Early Learning Goals (ELGs) – EYFS
Listening, Attention and Understanding; Managing Self; Building Relationships
• Make comments about what they have heard and ask questions to clarify their understanding. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Work and play cooperatively and take turns with others.
Educational Programmes
Educational Programme – Computing Progression: This plan identifies the progression of technology-related knowledge, vocabulary and skills across Reception. Learning takes place through purposeful adult-guided experiences, child-initiated play, high-quality adult interactions and planned enhancements to indoor and outdoor continuous provision. Children explore familiar technology, simple control and sequencing, and safe and respectful use.

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AUTUMN TERM 1			TOPIC: Who am I?			
FOCUS	LESSON 1: E-safety Self image and identity	LESSON 2: Technology around us	LESSON 3: Technology around us	LESSON 4: Hardware	LESSON 5: Hardware	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	Session 1: Saying No I can recognise, online or offline, that anyone can say, 'no' / 'please stop' / 'I'll tell' / 'I'll ask', to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can talk about what technology is used at home. I can talk about what technology is used outdoors. I can talk about what technology is used in the world around me		I can understand why having clean hands is important when using shared devices. I can understand why it is not sensible to eat and drink whilst using a technological device. I can understand why I need to take care with electronic devices and their plugs and wires. I can take appropriate actions when I need to carry a device to a different location. I can use devices with care. I can identify the technology used around me. I can identify the parts of a computer and what they are for.		I can recognise my own work and begin to understand that other people's work belongs to them.
SUGGESTED ACTIVITIES	Self image and identity quiz	Talk about technology Mashcams		Photo prompt slideshows What is technology quiz Hardware slideshow		Personal trays 2 Quiz

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AUTUMN TERM 2			TOPIC: Festivals and Celebrations			
FOCUS	LESSON 1: E-safety Online relationships	LESSON 2: Robots	LESSON 3: Robots	LESSON 4: Photography	LESSON 5: Photography	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	Session 1 and 2 I can recognise that people use technology to communicate, with adult explanation and supervision I can talk about ways technology may help me communicate with people I know, with adult support.	I can talk about where I am moving a toy vehicle whilst I am moving it. I can describe the route taken by a toy vehicle. I can follow directions to make a route for a toy vehicle. I can plan a route for a toy vehicle. I can follow my own plan for where the toy vehicle should move. I can make a floor robot move. I can control the forwards, backwards and rotation of a floor robot one step at a time. I can explore programming a short route for a floor robot, with support as needed. I can predict where a floor robot might go when given a short sequence of instructions, with support as needed. I can plan a route for a floor robot and then carry out these instructions one step at a time. I can explore giving a floor robot more than one instruction at a time, when ready.		I can talk about what photos show. I can take photos of objects, places or my learning using a digital device, with adult supervision. I can use the webcam in Mini Mash with adult supervision and in line with school photo and privacy procedures. I can open photos in Purple Mash. I can view photos I have taken in Purple Mash with adult support and in line with school photo and privacy procedures.		I can talk about how my body feels when I am not comfortable with something. I know who can help me when I am feeling worried.
SUGGESTED ACTIVITIES	Painting	Beebots- Record instructions, follow the plan Mini mash instructions to follow Cue cards		Photo slideshows Mashcams Writing template- picture and text		PSED links

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SPRING TERM 1			TOPIC: Animal adventures			
FOCUS	LESSON 1: E-safety Managing online information	LESSON 2: Drawing skills	LESSON 3: Drawing skills	LESSON 4: Drawing skills	LESSON 5: Drawing skills	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	I can select colours when painting on the computer. I can draw pictures on the computer to go with my work. I can use a computer to draw with different widths of pens. I can try the different tools that I can draw with on the computer. I can use the undo button correctly. I can use the erase button. I can use a touchscreen device purposefully. I can draw on a computer using a mouse.				I can show that I understand how to be kind to others.
SUGGESTED ACTIVITIES	Answering questions quiz	2 paint a picture 2 create a story Paint projects 2 handwrite				Mashcams

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SPRING TERM 2			TOPIC: In the garden			
FOCUS	LESSON 1: E-safety Health, wellbeing and lifestyle	LESSON 2: Mouse and trackpad	LESSON 3: Mouse and trackpad	LESSON 4: Mouse and trackpad	LESSON 5: Mouse and trackpad	LESSON 6: Safety and privacy
LEARNING EXPERIENCE	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	I can hold a computer mouse with my finger on the correct buttons. I can use a mouse to make the cursor move around the computer screen where I want it to go. I can click the correct mouse button to play games on the computer. I can practise using a mouse to click and drag objects on screen, with support as needed. I can explore scrolling up and down a page, with support as needed. I can use a laptop touchpad				I can talk about balancing screen activities with active play, rest and other interests.
SUGGESTED ACTIVITIES	Selfie cam	Mouse finder game Mini mash jigsaws Simple city activities				Screen time ideas

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SUMMER TERM 1			TOPIC: Marvellous machines			
FOCUS	LESSON 1: E-safety Privacy and security	LESSON 2: Sounds	LESSON 3: Sounds	LESSON 4: Quizzes	LESSON 5: Quizzes	LESSON 6: Quizzes
LEARNING EXPERIENCE	I can recognise that some information about me is personal (for example, my full name or where I live) and ask a trusted adult for help. I can identify a trusted adult who can help me decide what information is safe to share.	I can make music using a computer. I can add sound effects to my work. I can use a device to record myself speaking and play back the sounds.		I can understand what a quiz is. I can complete a multiple-choice quiz. I can complete a sequencing quiz. I can type answers to quiz questions. I can complete a cloze quiz. I can complete a matching quiz. I can complete a sorting and sequencing quiz. I can complete quizzes on the computer. I can play games that ask me questions.		
SUGGESTED ACTIVITIES	Who can i tell quiz	2 Beat 2 Explore 2 create a story Mashcams		Initial sound quizzes Counting quizzes Ordering numbers quizzes Missing sound quizzes 2 Quiz Gameshow quiz Play to race		

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SUMMER TERM 2			TOPIC: Under the sea			
FOCUS	LESSON 1: E-safety Copyright and ownership	LESSON 2: Keyboard	LESSON 3: Keyboard	LESSON 4: Individual log ins	LESSON 5: Individual log ins	LESSON 6: Individual log ins
LEARNING EXPERIENCE	I know that work I create belongs to me. I can name my work so that others know it belongs to me.	I can explore a keyboard and find familiar letters. I can explore typing my name or familiar words, with support as needed. I can explore correcting typed work using the delete key, with support as needed. I can notice capital and lower-case letters on a keyboard, where appropriate. I can explore finding numbers on a keyboard, where appropriate. I can explore moving to a new line when typing, with support as needed. I can explore using arrow keys, with support as needed. I can use the different inputs of a computer keyboard.		I can access Purple Mash with adult support, where appropriate. I can access Purple Mash or Mini Mash in school using the shortcut icon, with adult support as needed. I can access Purple Mash or Mini Mash with adult support; independent password use is not an expectation for all children. I can access Purple Mash or Mini Mash with adult support; independent password use is not an expectation for all children. I can access Purple Mash or Mini Mash with adult support; independent password use is not an expectation for all children. I can save or revisit my work with adult support, where appropriate. I can revisit work I have done earlier, with adult support. I can explore activities chosen by my teacher, with adult support	
SUGGESTED ACTIVITIES	Beautiful butterflies Whose picture is it?	Alphabet paint projects Picture and text Number paint projects 2 create a story Arrow keys game Typing quiz		Use trays		