**EYFS and Computing**

**The most relevant statements for computing are taken from the following areas of learning:**

**Personal, Social and Emotional Development • Physical Development • Understanding the World • Expressive Arts and Design**

**Reception- Personal, Social and Emotional Development**

Show resilience and perseverance in the face of a challenge.

 Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’.

**Reception- Physical Development**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently

**Reception- Expressive Arts and Design**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

**ELG- Personal, Social and Emotional Development**

 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

**ELG- Expressive Arts and Design**

 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**How does Computing link to our Aspirations at Woodcroft**

**Aspiration 1: To retell our favourite story**

Begin to develop gross and fine motor skills

Use range of tool such as scissors

Perseverance in face of challenge

Watch cbeebies ballets/shows

 Mask making skills – model variety of techniques, materials etc inc colour mixing, joining techniques (sellotape, glue, split pins), collage , painting

**Aspiration 2: To create a game to play with our friends.**

Explain the rules of your created game to your friends, including how they can win.

Listen carefully and follow simple instructions for how to play a game, with adult support

Use talk to solve problems

Select, rotate and manipulate shapes to develop spatial reasoning skills.

To use motor skills to create and play their designed game.

**Aspiration 3: To create and nurture a habitat**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Continue, copy and create repeating patterns

Show resilience and perseverance in the face of challenge.