Learning in EYFS

Computing

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for computing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for 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

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

Computing			
Three and Four-Year-Olds	Personal, social and emotional development		• Remember rules without needing an adult to remind them.
	Physical development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
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.
	Understanding the World		• Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
End of YR (On track – meeting ARE)	Personal, Social and Emotional Development	Managing Self	• 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

Personal, Social and Emotional Development Children can wait a short amount of time for something that they want. Children show confidence completing familiar tasks independently and with support will try new things. Children can select tools and resources that they need to complete a task of their own choosing	**Physical Development** Children can use an iPad or tablet appropriately. They can use their fingers on a touch screen, and control a mouse/touchpad on a computer.	**Understanding of the World** Children can use a camera. Children can do the basics with technology. Children can select and use technology for particular purposes
Age appropriate skills for the use of core devices and applications within their setting. Children can use a camera.	Computing Enquiry (also linked to CofETL) • Provide children with frequent opportunities for exploring a range of technology. • Encourage use of technology for a range of purposes.	
Continuous Provision – available throughout the day for both focussed and self-chosen learning A range of technology is available in the classroom for children to access both independently and with an adult. - iPads - Remote controls - Battery operated toys **Outdoor Learning-** Children to take iPads/cameras on welly walks/outdoor play/outdoor lessons to record their own learning. • Children to use iPads to sequence their daily activities and present this to the class.		