

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 the subject leader of Computing understand how skills taught across EYFS feed into the national curriculum subjects.

The statements are taken from the 2020 Development Matters and are the prerequisite skills for Computing within the national curriculum.

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

- Understanding the World
- Personal, Social and Emotional Development
- Physical Development
- Expressive Art and Design

Please be aware that all objectives are also planned into Continuous Provision to complement adult-led activities; therefore not all activities are listed below.

Ipads and a CD player are available most days within the continuous provision for using programmes, taking photos of models, taking videos and playing music.

Beebots are also available periodically in continuous provision to support learning.

Developmental Stage	Area of Learning	Objective	Activity
Three and Four Year Olds	Personal, Social and Emotional Development	Remember rules without needing an adult to remind them.	Autumn 1 - rules when using Ipads, timer used on IPad table
	Physical Development	Match their developing physical skills to task and activities in the setting.	As above
	Understanding the World	Explore how things work	Beebots used 'each half term' Ipads - for programs, photos, videos, recording voices

			<p>Autumn 1 - show children how to use I pads and use simple programs</p> <p>Autumn 2 - teach children how to program Beebots to support various areas of learning</p> <p>Spring 1 - show children how to take photos in construction area of models.</p> <p>Spring 1 - Children use Beebots to follow maps that link to Traditional Tale stories.</p> <p>CD player - outside for children to use throughout the year</p>
Reception	Personal, Social and Emotional Development	<p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing - sensible amounts of 'screen time'</p>	<p>Observe and support use of Ipads and Beebots in Continuous Provision.</p> <p>Summer 2 - Book 'Limit Your Dragons' Screen time story</p>
	Physical Development	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Everyday - craft table, construction, writing table, malleable/fine motor. Adults planned in to oversee in Continuous Provision</p>
	Expressive Arts and Design	<p>Explore use and refine a variety of artistic effects to express their idea</p>	<p>Ipad programs - In Continuous Provision:</p> <ul style="list-style-type: none"> Paint my wings (paint butterflies) Fairy Tales (dress characters) Hairy Letters - (formation) Touch and Write (formation) Hairy Phonics - (sound matching)

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.	Using Ipad programs - throughout each term within Continuous Provision As previous - I pad rules, CD player rules, Beebot rules etc
	Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	As above

Technology in the Classroom - When we are in school, technology is all around us:-

- What does this do?
- How does it work?
- What happens when I press?
- What can I use this for?

Laptop, Calculator, Whiteboard, Camera, Tablet, Beebot, Talking Tins

Technology at home - Technology is all around us at home

Phone, Television, Hoover, Toys, music players, DVD players, Gaming Devices

Online safety - EYFS has its own Online safety curriculum