

Learning and Teaching in the EYFS - What Computing/IT Subject Leaders Need to Know

School Readiness Intent: At St Francis CE Primary School, we understand the world is being driven by technology and we want our children to be confident digital learners who are able to access the online world around them safely with curiosity and digital intelligence. They will develop understanding of the concepts, practices and perspectives that underpin programming and other aspects of computer science as they journey through KS1 and KS2. Each year pupils will build on prior knowledge allowing them to become digitally literate learners.

EYFS Intent: Children in the Early Years Foundation Stage will begin to investigate technological and mechanical toys by exploration. With support from adults, they will use different technology for a purpose and begin to understand the functions of different devices.

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 Birth to Three, 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**

			
Computing and IT Skills Progression Map			
EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Birth to Three Nursery 	Understanding the World	Repeat actions that have an effect	To know how to program and problem solve using a range of IT. (Patterns, rules and functions) Walkie Talkies verbal instructions/Sound Buttons. Cause and effect. IT skills – press on buttons and make them play. Interacting with a game. They have access to electronic toys where they can press buttons to create different effects. <i>I am beginning to know how to program and problem solve using a range of IT.</i>
	PSED	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front, e.g. to take it in turns with a toy or program on the IWB.	
	Physical Development	Reach out for objects as coordination develops.	



Computing and IT Skills Progression Map

EYFS Stage	Area of Learning	Development Matters	Implementation/ Context
Three to Four Year Olds Nursery 	PSED:	Remember rules without needing an adult to remind them.	Children will use and interact with electronic toys, cameras, phones, remote controls, CD players. Children will operate Sound Buttons – speak, record, playback. Children will use iPads-linked to Tapestry with adult support to see their photos and videos. They will use and interact with the IWB. I am beginning to know how to program and problem solve using a range of IT.
	Physical Development	Match their developing physical skills to tasks and activities in the setting.	
	Understanding the World	Explore how things work.	
Reception 	PSED	- 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'	Children will be given the opportunity to use a light box through independent activities and use i-pads to interact with age-appropriate software and take photos. They will learn how to log-on to the lap tops using their class username and password and discuss the importance of staying safe online. They will be given the opportunity to use IT equipment such as battery powered torches, the Interactive Whiteboard, beebot to program and create algorithms. They will sing a variety of songs and record performances which can be watched on Tapestry by parents/carers. I am beginning to retrieve information from IT
	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
EYFS Stage	Area of Learning		Development Matters
Early Learning Goals 	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.
	Expressive Arts and Design:	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

The Characteristics of Effective Learning and Teaching

Playing and exploring Engagement: - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Active Learning Motivation: - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Creating and thinking critically Thinking: - Having their own ideas - Making links - Choosing ways to do things 
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