

ICT in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This document is to show how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for computing within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for computing.

The most relevant early years outcomes for computing are taken from the following areas of learning:

- Understanding the World

Computing			
30-50 Months	Understanding the World	Technology	<ul style="list-style-type: none">• To know how to operate simple equipment.• To show an interest in technological toys with knobs or pulleys, or real objects.• To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.• To know that information can be retrieved from computers.
40-60 Months	Understanding the World	Technology	<ul style="list-style-type: none">• To complete a simple program on a computer.• To interact with age-appropriate computer software.
ELG	Understanding the World	Technology	<ul style="list-style-type: none">• To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes.

Computing in the Early Years curriculum is based around the basic skills that the children need to operate a simple programme on a computer or tablet. This may be a drawing programme or a programme linked to maths, literacy or topics. Simple mouse skills and operation skills are learnt during foundation stage. The children in EYFS have access to 6 computers and these are available during continuous provision for the children to access. At times the staff may ask children to complete a specific task or game, as part of a challenge, for example; draw a picture of a gingerbread man linked to a Literacy unit on Traditional tales or play a maths game to consolidate something done in a maths lesson.

Children will also have access to programmable toys such as remote control cars. We also have a number of programmable toys (Roamers & Beebots) for the children to use.

We also use cameras or ipads to take photographs on as well as having electrical items in role play areas such as non-working telephones, mobile phones and cameras.

We have 2 Coomber Tape/ CD recorders in EYFS and the children are able to access these during Continuous provision to listen to stories / songs. We use 'Talking Tins' to deliver messages and for children to record their own speech or messages.