

EYFS do not follow the same curriculum as the rest of the school for computing. However, within their own curriculum, skills are taught which lay important foundations for computing in Year 1. These are 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:

- Characteristics for effective Teaching and Learning
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

Characteristics of effective teaching and learning	Playing and exploring	<ul style="list-style-type: none"> • Does the child show curiosity when exploring different types of technology? • Do they use their senses to explore new items of technology? • Do they learn by trial and error – testing out new ideas to see how to make equipment work? • Do they show a ‘can do’ attitude? • Do they represent their experiences of technology in their play? For example, taking photos in a role-play area.
	Active Learning	<ul style="list-style-type: none"> • Does the child maintain focus on their activity? • Do they concentrate and pay attention to details when using different types of technology? • Do they persist, even when challenges occur? • Do they take pride in their accomplishments and achievements?
	Creating and Thinking Critically	<ul style="list-style-type: none"> • Can they think of ideas when using technology? For example, how to make a programmable toy move in different direction.

			<ul style="list-style-type: none"> • Can they test out their ideas and make predictions? • Can they change strategy if needed? For example, trying a different approach to use new device.
Birth to 3	C&L		Enjoy singing, music and toys that make sounds (including listening to stories on the iPad and Max table)
	KUW		Repeat actions that have an effect (when using everyday technology and the Max table for games)
3&4-year olds	PSE		Remember rules without needing an adult to remind them
	PD		Match their developing physical skills to activities in the setting
	KUW		Explore how things work (everyday ICT / cause and effect toys)
Reception	PSE		Show resilience and perseverance in the face of a challenge (when exploring ICT) Know and talk about the different factors that support their overall health and wellbeing (sensible amounts of screen time)
	PD		Develop their small motor skills so that they can use a range of tools competently, safely and confidently
	EAAD		Explore use and refine a variety of artistic effects to express their ideas and feelings
ELGS	C&L	Listening, attention and understanding	Make comments about what they have heard and ask questions to clarify their understanding (when using ICT)
	PSE	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 including internet safety

	PSE	Building Relationships	Work and play cooperatively and take turns with others when using the ICT equipment
	PD	Fine Motor Skills	Use a range of small tools (IWB pen / everyday technology – pressing buttons on telephone, microwave and computer keyboard in the home corner)
	KUW	Past and Present	Know some similarities and differences between things in the past and now (looking at and using different everyday technology/ cause and effect toys)
	EAAD	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used. (Using the IWB to make marks, edit them with a rubber and use the icons to change colour and strokes)