

Skills in Computing in the EYFS

Foundation Stage

At Tibshelf Infant and Nursery School we believe that access to a range in technologies provides a foundation for all areas of the curriculum- developing computational thinking, an approach to solving problems and supporting early communication, language and literacy. Curiosity and the rich learning environment enable children to build up an understanding of the world through play.

Birth to Five Matters states that:

“Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within the early years practice”.

Technology is an integral part of all young children’s environment and world. Children are surrounded by technology just as they are surrounded by language, print and numbers. Many activities in the early years revolve around children developing an understanding of their environment. We encourage children to explore, observe, solve problems, predict, discuss and consider. ICT resources can provide tools for using these skills as well as being examined in their own right, with computers not the only resources. ICT equipment added to role-play reflects the real world, featuring computing scenarios and builds on children’s experiences and allows them opportunities to understand how, why, when and where different forms of technology are used in everyday life. Computational Thinking is a set of problem solving skills that we can use in everyday life. These set of skills such as tinkering, collaboration, persevering, logic, pattern, abstraction, algorithms and decomposition are the foundations on which later learning, in Key Stage 1, is based.

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play; it is not just about computers. Children gain confidence, control and language skills through opportunities to ‘paint’ on a device or program a toy. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language or delayed speech.

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The most relevant statements for computing are taken from the following areas of learning			
	Physical Development		<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		<ul style="list-style-type: none"> • Explore how things work.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - sensible amounts of 'screen time'.
	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, to know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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In Foundation Stage 1 children:

- Sequence familiar events
- Access technology resources including wind-up toys, the Interactive Whiteboard, remote control cars, bee- bots and CD player
- Use keyboard, phones, cameras, microwave, laptop in play, e.g. shop role play/home corner

In Foundation Stage 2 children build upon the good practice in FS1 and in addition to these:

- Sequence familiar events
- Identify a chart and create a pictogram
- Sort physical objects, take a picture on the iPad and discuss their work
- Learn how to take a photo and explore it in an app-edit
- Use a painting program/app and explore the paint and brush tools
- Learn how to record a sound, e.g. using a talking tin, video
- Access technology resources daily including the Interactive Whiteboard, CD player, iPad
- Learn how to use resources for different purposes, e.g. iPad to take a photo, play a game, use a CD player to listen to a story
- Use a range of technology to support learning across the curriculum, e.g. talking tins in the writing area, light box , remote control cars
- Input a simple command for the Bee Bot to follow
- Barefoot lesson plans link to & key questions to encourage computational thinking

Learn how to be safe on line (including learning what personal information is, people who can be trusted with this information, rules that keep us safe online) & participation in a whole school 'Safer Internet Day'.