Learning in EYFS:
What Computing is like at St. Bridget's

Despite computing not being explicitly mentioned within the EYFS statutory framework, there are many opportunities for young children to use **technology** to **solve problems** and **produce creative** outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively. Within the revised EYFS statutory framework, the Technology strand within Understanding the World has been removed. However, there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the computing curriculum.

At St Bridget's we aim to give children the exposure and exploration of different digital devices in the EYFS so that they are familiar with them before being asked to undertake tasks related to the key stage one computing curriculum. Not only will children be keen to use a device that they have previously enjoyed using, their cognitive load will also be reduced meaning they are more likely to succeed when undertaking activities linked to the next stage in their learning.

We give children plenty of opportunities to play and explore, participate in active learning and create and think critically.

Here are some examples of the use of technology during their time in EYFS:

- Daily smartboard activities and challenges using the pen to write or draw or finger to move objects.
- Beebots – these are introduced Autumn term but are revisited repeatedly as the year goes on with added challenge and higher expectations
- Remote control big bugs
- Remote control cars
- Battery powered cars
- iPad apps such as doodle buddy
- Magnifying glass app to study close up images / objects related to themes for example looking closely at daffodils when doing observational drawings
- Using the iPad to look up images during building in the construction areas both in the classroom and outside
- Using the iPad to find favourite music / songs for singing / dancing linked to EAD
- Children taking their own photographs or videos of their own work during discover and do time
- Use of broken keyboards / phones in role play areas for tinkering to discover how it works

We also use High Impact at various points throughout the year to give the children new and exciting opportunities to use technology and enhance practitioners CPD.

Examples of computing work are added weekly to our technology floor book for subject leads to look and see progression.

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 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			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Remember rules without needing an adult to remind them.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
Reception	Personal, Social and Emotional Development		• 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'.
	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.
ELG	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.