

# EYFS information for subject leaders- Computing



The EYFS framework is structured differently to the National Curriculum and in EYFS, children learn across 7 areas of learning. These are:

- Communication & Language
- Personal, social and emotional development
- Physical development
- Mathematics
- Literacy
- Understanding of the world
- Expressive arts and design

The table below 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(Nursery) and Reception to match the programme of study for computing. Although 'technology' is no longer part of the statutory curriculum the skills listed below are needed before children access the National Curriculum in Y1. Technological toys (toys with buttons, flaps cause and effect), cameras, touch screen computers, torches, telephones etc are still used and promoted within the Early Years as often as possible in adult directed tasks as well as being freely in the environment for children to explore. Technology enhances and supports many other areas of learning.

These skills will be taught through a range of adult led sessions and through child initiated play in the environment. These skills will be revisited through the year and children are not expected to learn in a linear way. They may have to explore the skill various times and in different ways before acquiring it. The skills will be taught through a topic approach based on children's interests and adult chosen topics. Continuous provision is set up within the environment with suitable equipment to ensure children can learn to be independent and explore and develop skills through their free play. Environments are carefully thought out to provide stimulating challenge to further develop skills.

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.

