

Computing in Early Years

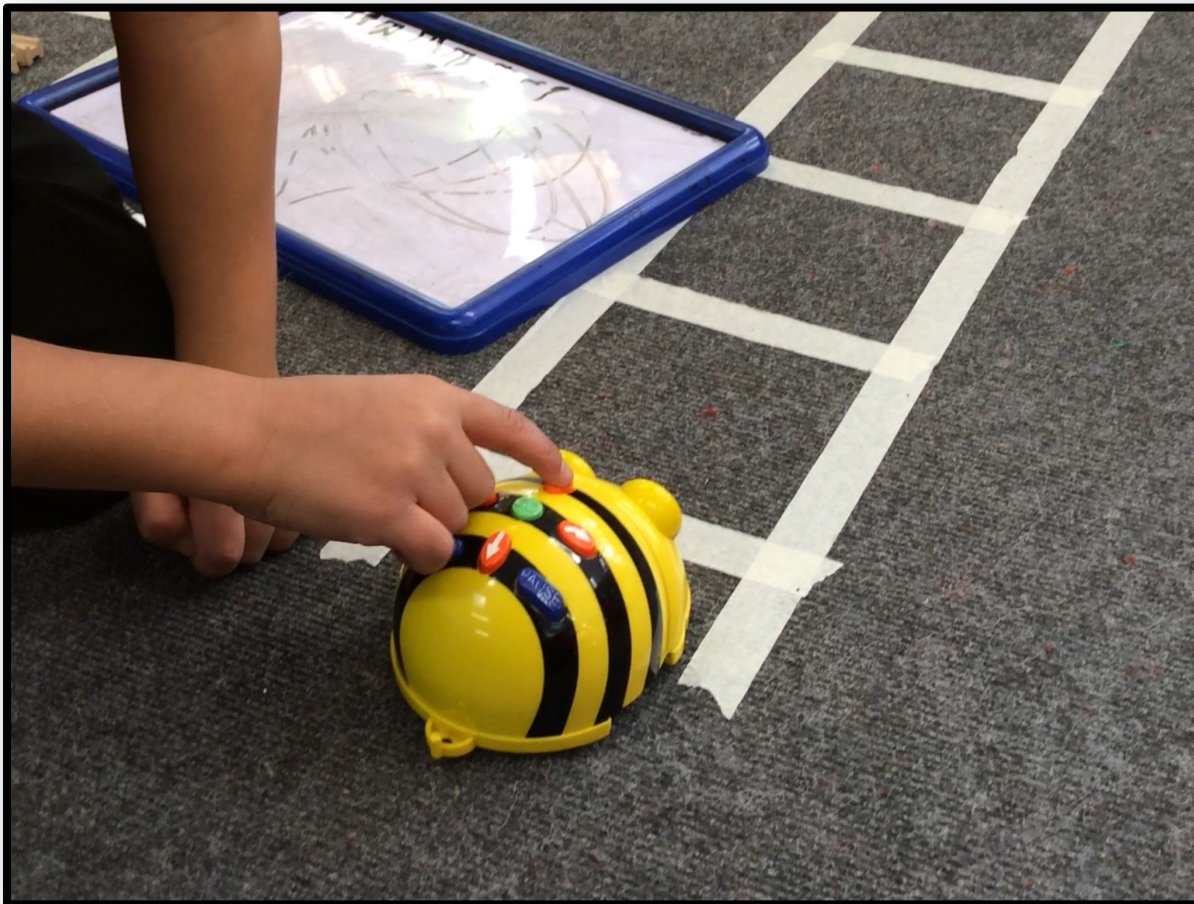
A guide to this subject in our school



1 - Introduction

Computing provides young children with the opportunity to learn skills which prepare them for the technological world we live in.

Computing in Early Years is taught through the combination of a well planned learning environment alongside the teaching of specific computing skills delivered through playful, adult led activities.



Technology under the EYFS reforms (September 2021) is no longer a statutory element within the learning and development requirements of the EYFS framework. However, due regard will be given to the skills children will need to develop in EYFS to enable them to access the computing curriculum in Key Stage One..

EYFS Computing Early Learning Goals

No specific ELGs directly link to the KS1 computing curriculum

Being able to follow instructions involving several ideas and actions as part of Communication and Language is fundamental to later computing skills.

Being able to recognise, create and describe patterns as part of Mathematics is fundamental to later computing skills.

Being able to talk about ways to keep themselves safe as part of Personal, Social and Emotional Development is a pre cursor to E-safety themes in KS1.

Other key skills across the EYFS curriculum that support Computing include fine motor skills and retrieving and understanding information from non-fiction sources.

2 - Child Initiated Learning

We know that there are key indicators and examples of effective practice that can be seen when monitoring Computing in the Early Years, in relation to child initiated learning in an enabling environment. We know what we want to see children doing.



Role play

- * Using technology within play, for example answering the phone, using a computer, keyboard, till, camera or mouse

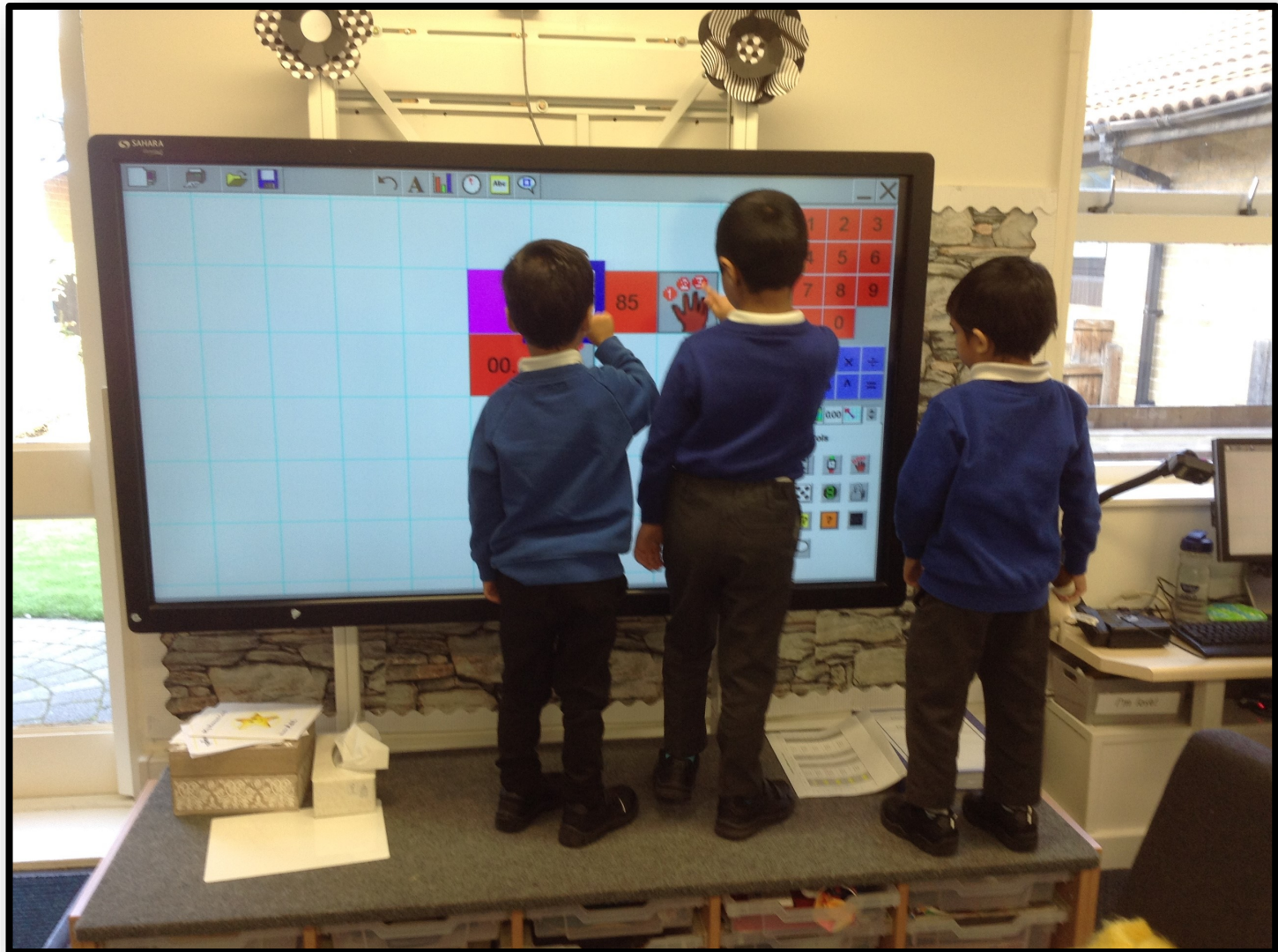




Computing Investigation Stations

- * Using microscopes
- * Taking photographs
- * Printing photographs
- * Using binoculars
- * Researching using a tablet to find information
- * Sorting items into classified groups





On the floor

- * Using tablets
- * Using programmable toys such as Beebots
- * Operating and exploring own electronic journals
- * Playing online games using the interactive whiteboard or on other screens

Outdoors

- * Using a camera or tablet to take photographs
- * Using binoculars to look at wildlife
- * Using tablets to record videos and then watching back
- * Researching on the internet to find information



Adults scaffolding learning during child initiated play

Adults will be

- * Observing children and responding to their fascinations
- * Responding to children's ideas and suggestions
- * Suggesting possibilities to extend their ideas
- * Offering other tools and resources when appropriate
- * Playing alongside children to move learning forwards, suggesting ideas and showing what's possible
- * Play alongside or in small organised groups to model language as well as correct or extend vocabulary
- * Sharing their own experiences and making suggestions
- * Role modelling thinking aloud and commenting
- * Modelling how to use equipment and resources
- * Posing questions and ponderings to stimulate ideas and add challenge
- * Introducing and using new language linked to key learning

3. Adult led Learning

We know that there are key indicators of effective practise when monitoring Computing in the Early Years, in relation to adult led learning.

- * Adults set an intention for learning that is well matched to the developmental stages of the children, building on what children already know, can do and show an interest in
- * Adults lead learning through playful, experiential activities which are presented in imaginative ways, are hands on and require active participation from the children
- * Activities and experiences are as open ended as possible to allow for children's imagination and active exploration and for them to express their on ideas
- * Activities and experiences are delivered with individuals or small groups of children, depending on the activity and the developmental stages of the children. In Reception, sometimes activities are introduced to the whole class
- * Adults use resources and materials that children are familiar with and have (or will have) access to in their child initiated play
- * Adults skilfully interact with the children through skilful questioning, by modelling thinking aloud and by showing genuine interest and curiosity