

**How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base,
on which the KS1 curriculum in Computing builds.**

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in Computing may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between many of the areas and what they will develop in KS1 in Computing, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. The main area within the EYFS statutory framework related to computing is the Understanding the world - Technology strand, although each area of the framework enables practitioners to effectively prepare children for studying the computing curriculum.

In our school, the experiences children gain across the EYFS curriculum are rich in opportunities to investigate and explore their environment, to speculate and make choices to support their ideas, and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of Computing: asking questions, using ICT to solve problems, programming Bee Bots and thinking about position and direction, taking pictures, drawing pictures using ICT are all creating a firm foundation for formal teaching of ICT in KS1 and beyond.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- **Understanding the world** - Classrooms could contain a role play area with a range of technology, both functioning and model / broken devices, or a variety of electronic toys, such as remote-controlled cars, walkie-talkies and interactive pets, as part of continuous provision.
- **Literacy** - Bee Bots continue to be extremely popular in both EYFS and Key Stage 1, and provide a number of opportunities to develop pupils' computing knowledge within literacy sessions.
- **Physical development** - many children entering Early Years settings are already familiar with tablet devices, although their ability to use a keyboard and mouse is often limited. This has recently become a more significant issue, due to the prevalence of tablet devices in the home. It is therefore important that children are given opportunities to become familiar with a range of input devices, including the keyboard and mouse, in order to develop the required fine motor skills.
- **Communication and language** - Unplugged activities, or those away from the machine, give children an opportunity to develop their understanding of technology without the need for expensive devices. Children could be asked to give precise instructions verbally, such as through giving instructions to a sandwich making robot, with links made to the importance of using the correct vocabulary, along with speaking clearly and precisely.

- **Personal, social and emotional development** - Voice recorders, or the microphone built into a tablet device, could be used to record how pupils are feeling, or to discuss their relationships with others.
- **Expressive arts and design** - The use of painting and graphics applications can further develop pupils' keyboard and mouse skills, whilst a range of tablet based apps are also available.
- **Mathematics** - Controlling devices provides an excellent opportunity to develop pupils' understanding of left and right, along with directional language.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in Computing in KS1 and beyond.