EYFS Computing LTP

The EYFS is the bed rock of all learning. Whilst there is no Technology Early Learning Goal, at St Anne's Catholic Primary School we recognise 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 onto develop in their lifetimes. Investigations, scientific enquiry 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 early years' practice.

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 in KS1 and KS2. Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. Both Nursery and Reception classes have role play areas with a range of technology, 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. Further technology is included in conjunction with other activities, such as digital cameras for pupils to photograph their own learning, although children should ideally be given the opportunity to select and use technology for a certain purpose, rather than simply being given a device. The pedagogical approaches used in this age group should also be carefully considered, which includes the need to tinker, or play, with a device, in order to discover how it functions.

Nursery	Computing Network and Systems	- To understand that a tablet is different to a computer in some ways through the use of iPads. - Understanding how to use an interactive whiteboard. - Use a virtual keyboard on an iPad.
	Creating Media	- Independently listen to audio through headphones (soundwall) - Take photographs using a digital device (iPad/digital camera)
	Data and Information	- To group objects by type – given criteria (shapes/colours etc)
	Programming	- To program a floor robot to follow a simple set of instructions. - Learning how to use everyday objects (torches, metal detectors, digital cameras, remote control cars)
Reception	Computing Network and Systems	- To understand that a tablet is different to a computer in some ways through the use of iPads. - Understanding how to use an interactive whiteboard. - Use a virtual keyboard on an iPad.
	Creating Media	- Independently listen to audio through headphones (soundwall) - Take photographs using a digital device (iPad/digital camera) - Record video using a digital device. - Record audio using a digital device.
	Data and Information	- To group objects by type – more than one criteria. - Assess data and information and understand that things can be categorised using labels. - Create tally charts (cars on car park etc).
	Programming	- To complete a simple program on an electronic device to achieve a goal (beebots). - Learning how to use everyday objects (torches, metal detectors, digital cameras, remote control cars)