

This draws upon guidance from Development Matters (2021) – specifically the 'Understanding the World' area of learning.

How we achieve 'high quality computing' outcomes for our EYFS children:

Teacher led inputs

- Children will learn how to use apps, technological toys and computer programmes and have the opportunity to practice and apply them in their learning through the subsequent tasks set by the teacher or provision.
- As a school, we have subscribed to the Kapow Computing curriculum. The EY scheme of learning, focuses on:
 - Using a computer (logging in, using a mouse and keyboard, clicking and dragging.)
 - Giving and following instructions and debugging them when it goes wrong.
 - Exploring photography using an iPad.
 - Programming a Beebot to navigate a map on the carpet thus utilising the arrows and demonstrating an early understanding of algorithms.
 - An introduction to data and a look at branching diagrams.

Enhanced Provision

Small world and role play with props encourages children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations. It also extends their learning and allows them the chance to teach their peers.

Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. tills in a shop, computers and phones at a reception desk etc.). These are linked to topic, or are child led based on the children's interests.

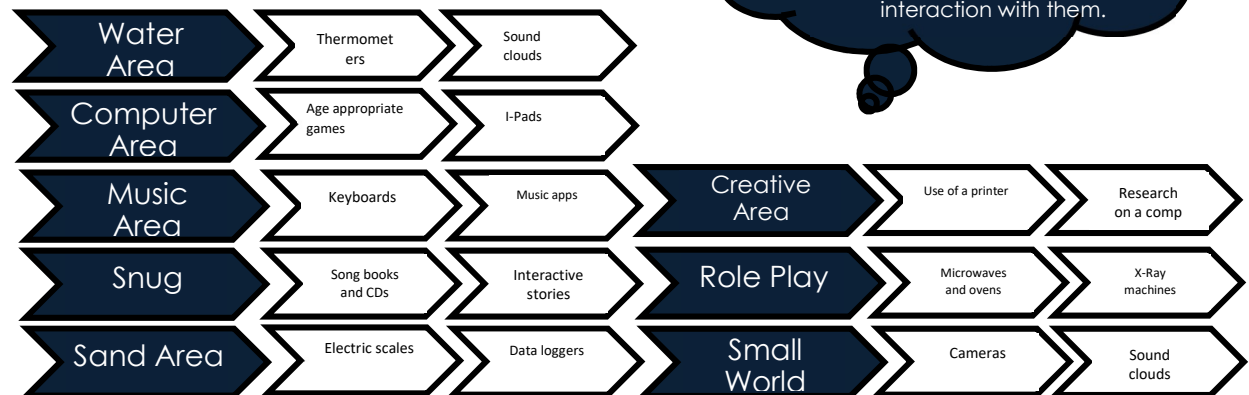
Evidence of the children using enhanced provision in their own way can be found in the children's 'Learning Journeys'.

Spontaneous Opportunities

These are unplanned and arise from children's comments and observations e.g. a computer game which matches a maths topic.

All of the above are developed through children's talk and adult interaction with them.

Continuous provision (indoor and outdoor) examples



Characteristics of Effective Teaching and Learning:

Children in EYFS develop their 'Characteristics of Effective Teaching and Learning' through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

The following can be seen as complementing future Computing learning:

- Realise that their actions have an effect on the world, so they want to keep on repeating them.
- Plan and think ahead about how they will explore or play with objects (including technological toys and i-pad apps etc.).
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves (e.g. re-programming).
- Keep on trying when things are difficult.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.