





EYFS Computing Curriculum Map 20-21

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Understanding the world: Technology



	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i>	<i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i>	<i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i>
 8-20 months			
 16-26 months	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	<ul style="list-style-type: none"> • Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. • Talk about the effect of children's actions, as they investigate what things can do. 	<ul style="list-style-type: none"> • Have available robust resources with knobs, flaps, keys or shutters. • Incorporate technology resources that children recognise into their play, such as a camera.
 22-36 months	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> • Support children in exploring the control technology of toys, e.g. toy electronic keyboard. • Talk about ICT apparatus, what it does, what they can do with it and how to use it safely. 	<ul style="list-style-type: none"> • Provide safe equipment to play with, such as torches, transistor radios or karaoke machines. • Let children use machines like the photocopier to copy their own pictures.

Aspects of Computing are covered through the EYFS curriculum – Development Matters – Understanding the World – Technology.

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	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> • Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. • Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision. 	<ul style="list-style-type: none"> • When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.
 40-60+ months	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> • Encourage children to speculate on the reasons why things happen or how things work. • Support children to coordinate actions to use technology, for example, call a telephone number. • Teach and encourage children to click on different icons to cause things to happen in a computer program. 	<ul style="list-style-type: none"> • Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder. • Provide a range of programmable toys, as well as equipment involving ICT, such as computers.