Computing in the Early years.

The EYFS framework is organised across seven areas of learning rather than subject areas.

The most relevant statements for computing are taken from the following areas of learning: •Personal, Social and Emotional Development •Physical Development •Understanding the World •Expressive Arts and Design

| Computing | | | |
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| Three and Four-Year-Olds | Personal, Social and Emotional Development | | • Remember rules without needing an adult to remind them. |
| | Physical Development | | • Match their developing physical skills to tasks and activities in the setting. |
| | Understanding the World | | • Explore how things work. |
| Reception | Personal, Social and Emotional Development | | • Show resilience and perseverance in the face of a challenge.<br>• Know and talk about the different factors that support their overall health and wellbeing:<br>- sensible amounts of 'screen time'. |
| | Physical Development | | • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. |
| | Expressive Arts and Design | | • Explore, use and refine a variety of artistic effects to express their ideas and feelings. |
| ELG | Personal, Social and Emotional Development | Managing Self | • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>• Explain the reasons for rules, know right from wrong and try to behave accordingly. |
| | Expressive Arts and Design | Creating with Materials | • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |

In our Early Years unit, children are given opportunities to use technology within their play. The children are encouraged to use the camera on the I-pad to record what they have made or achieved.

Children are introduced to a range of technologies: programmable toys, CD players, cameras and videos on I-pad and computers with appropriate software.  Within the EY continuous provision, children can choose to use these resources.

Role-play provides the link between the children's world and the setting's environment.  It engages children in play that reflects their lives and gives them opportunities to experience and recreate roles.  It provides children with the opportunity to handle tools, including technological tools, which they see in the world about them.