What does Computing look like in EYFS?

- Computing is not explicitly identified in the EYFS Framework.
- Despite this, it can be linked to other areas of learning and used to enhance learning opportunities.

- We are very aware that our children are competent users of technology, being born into a time of heavy reliance on technology for all aspects of life. All children have access to tablets, phones and TVs and they have regular 'screen time' at home. For this reason, focussing on specific computing skills and knowledge has not been a priority during the implementation stage of the new EYFS Framework and technology is currently only used when staff feel that it will enhance children's learning. This allows us to instead focus on the skills that our children are often lacking such as Expressive Art and Design, exploring a range of tools and media, Reading and Writing and Communication and Language.

- Children are exposed to forms of technology such as keyboards and phones within the learning environment, encouraging them to incorporate them into their play.

- We recognise the importance of computation thinking and barefoot activities where computing activities and the skills required don't need to be completed with technology. These activities are based around computational thinking concepts and approaches. These help teach pupils the necessary problem-solving skills needed for everyday life.

- We have purchased some programmable toys for Reception this year and we are currently exploring further equipment and apps that we could introduce, looking at the skills that we want our children to have developed ready for the transition to Year 1. During the Summer term, J.Booth (EYFS Lead) and R.Harrison-Heath (Computing Lead) will work together, with support from Squirrel Learning, to add computing elements to the EYFS Skills and Knowledge progression map.
- Currently Ipads are used primarily for drawing and creative apps, encouraging children to develop skills such as:

PHYSICAL DEVELOPMENT				
Fine Motor Skills				
I can use a range of small tools accurately (scissors, pens, paintbrushes…)	I can hold scissors appropriately and safely. I can mark make using a range of small tools (pens, crayons, paintbrushes, chalk…)	I can cut with scissors showing some control. I show increasing control when mark making with a range of small tools.	I can cut with scissors showing increasing control and precision. I can choose and use small tools for specific purposes.	**Use a range of small tools, including scissors, paintbrushes and cutlery.** **Begin to show accuracy and care when drawing.**
EXPRESSIVE ART AND DESIGN				
Creating with Materials				
I can identify and explore colours.	I can identify colours.	I can use appropriate colours for given tasks. I can explore colour mixing with some support.	I can experiment with colour mixing. I can identify primary colours.	I know that I can mix primary colours to make secondary colours. I can suggest ways to make secondary colours. ***Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.***

				Share their creations, explaining the process they have used.
I can paint.	I know what paint feels like.	I can use different tools to paint including my hands.	I can handle painting equipment with control to complete a task. I can express myself with paint, choosing colours and styles of painting for different purposes.	I enjoy painting and I can use paint to express my own feelings and ideas.
I can draw	I give meaning to the marks I make. I can make large circular and linear marks.	I can make recognisable attempts at drawing familiar objects and people. My drawings contain some key features (eyes, smile, windows, door…)	My drawings are more controlled with greater emphasis to detail.	I can think of my own ideas for drawing. My drawings can be interpreted by an adult.