

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

Nursery – Understanding the World – Technology - Computing Skills

Algorithms	Creating programs	Using technology	Use of IT beyond school	Safe use
<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets 	<ul style="list-style-type: none"> Knows that information can be retrieved from digital devices and the internet 	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support 	<ul style="list-style-type: none"> Know how to handle equipment safely Begin to know that they shouldn’t use devices without supervision

Nursery – Understanding the World – Technology - Computing Knowledge

Algorithms	Creating programs	Using technology	Use of IT beyond school	Safe use
<ul style="list-style-type: none"> Know how mechanical equipment works e.g. pulling a string may make a puppet arm lift Know how to make a BeeBot go forwards & backwards 	<ul style="list-style-type: none"> Know how to operate simple equipment e.g. turn on a CD player, use a remote control etc 	<ul style="list-style-type: none"> Know how to use the internet to find out something e.g. app to name a plant 	<ul style="list-style-type: none"> Is developing their awareness about IT uses in the home / on the street e.g. pelican crossing 	<ul style="list-style-type: none"> Know safe places to use electronic equipment e.g. sat down at a table away from water

Reception – Understanding the World – Technology - Computing Skills

Algorithms	Creating programs	Using technology	Use of IT beyond school	Safe use
<ul style="list-style-type: none"> Develops digital literacy skills by being able to access, understand and interact with a range of technologies 	<ul style="list-style-type: none"> Completes a simple program on electronic devices 	<ul style="list-style-type: none"> Can create content such as a video recording, stories, and/or draw a picture on screen 	<ul style="list-style-type: none"> Begin to list different IT in their home 	<ul style="list-style-type: none"> Can use the internet with adult supervision to find and retrieve information of interest to them

Reception – Understanding the World – Technology - Computing Knowledge

Algorithms	Creating programs	Using technology	Use of IT beyond school	Safe use
<ul style="list-style-type: none"> Knows how to operate a Beebot (including left and right), a remote control or take a picture using a camera. 	<ul style="list-style-type: none"> Knows how to use the ‘SMART’ interactive white board to draw/ play a game. 	<ul style="list-style-type: none"> Knows how to use the ‘SMART’ interactive white board to draw/ play a game. 	<ul style="list-style-type: none"> Can recall some of the IT they have at home and whether it uses electricity from a plug or batteries to work. 	<ul style="list-style-type: none"> Begin to give reasons why we need to stay safe online and why adult supervision is needed.

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| | | <ul style="list-style-type: none"> • Is aware that Tapestry software is used to share photos and videos. | | |
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Key Vocabulary

Computer, mobile, iPad, screen, touch, drag, button, push, pull, twist, program, app, internet, Google, Kiddle, YouTube, safety, click, keyboard, keys, online, Save, print, Tapestry, Beebot, camera.

Statutory Educational Programme for Understanding the World: EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension

Please also refer to the Statutory Educational Programmes for Personal Social Emotional Development, Physical Development and Communication and Language