

## Curriculum

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

### Understanding the World

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.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to Computing.

<b>Three and Four-Year-Olds (Nursery)</b>	<b>Personal, Social and Emotional Development</b>		<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> </ul>
	<b>Physical Development</b>		<ul style="list-style-type: none"> <li>Match their developing physical skills to tasks and activities in the setting.</li> </ul>
	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>Explore how things work.</li> </ul>
<b>Reception</b>	<b>Personal, Social and Emotional Development</b>		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of a challenge.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’.</li> </ul>
	<b>Physical Development</b>		<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul>
	<b>Expressive Arts and Design</b>		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
<b>Early Learning Goal</b>	<b>Personal, Social and Emotional Development</b>	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

### Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to the specific links to Computing.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Superheroes	Celebrations	My world	Once upon a Nursery Rhyme	Animal Boogie	A wonderful world

### Progression within Computing

<b>Computer Science</b>	<b>Information Technology</b>	<b>Digital Literacy</b>
<p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Give commands / instructions e.g. forward, backwards, go, stop</li> <li>• Make decisions / choices about which buttons / icons to press, touch or click when using simple software / hardware</li> <li>• Retelling and sequencing events, stories and know that ordering is important for the end result</li> <li>• Identify when order of events is incorrect by noticing the mistakes</li> </ul>	<p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Explore devices by safely turning them on and off</li> <li>• Explore iPads/tablets using finger controls to interact with simple apps and software</li> <li>• Use technology for a purpose e.g. drawing pictures on paint programmes, interact with a game etc.</li> </ul>	<p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of keeping safe when using technology equipment</li> <li>• Know who I ask in order to use technology</li> <li>• Recognise technology is used at home and in school</li> <li>• Understand what technology equipment is used for e.g. learning, finding information, communicating, playing games etc.</li> </ul>

### Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that Computing is taught within continuous provision.

- Encourage children to capture 'WOW moments', their learning, achievements through using the iPad to take photos to share with families and class.
- Adults modelling how to use technology to communicate to families through Tapestry (taking photos and videos) during session.
- Sharing Tapestry from home in class using IWB
- Using IWB and iPads to interact with age appropriate games, activities including writing/mark making
- Operate stereo/listening station to listen to music and stories (inside and out)
- Using programmable toys e.g. Beebots and remote-controlled cars, sound button books.
- Story retelling and sequencing events

### Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning play a crucial role in how a child learns.

<b>Playing and exploring</b>	<b>Motivation</b>	<b>Critically thinking</b>
<p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>• I show curiosity about objects, events and people.</li> <li>• I am showing particular interests.</li> <li>• I engage in open-ended activities.</li> <li>• I use my senses to explore the world around me.</li> </ul>	<p><b>Achieving what I set out to do</b></p> <ul style="list-style-type: none"> <li>• I enjoy meeting challenges and not just as a way of getting praise.</li> <li>• I am proud of how I've accomplished something, not just the end result.</li> <li>• I am really pleased when I meet my own goals.</li> </ul>	<p><b>Having own ideas</b></p> <ul style="list-style-type: none"> <li>• I am able to think of ideas.</li> <li>• I can find ways to solve problems.</li> <li>• I am able to find new ways to do things.</li> </ul>
<p><b>Playing with what I know:</b></p> <ul style="list-style-type: none"> <li>• I like acting out my experiences when I play.</li> <li>• I like pretending objects are things that I know.</li> <li>• I like taking on a role when I play.</li> <li>• I like acting out my experiences with other people.</li> </ul>	<p><b>Keep on trying</b></p> <ul style="list-style-type: none"> <li>• I believe that if I keep trying or change what I'm doing, it will pay off</li> <li>• I am able to bounce back after difficulties.</li> <li>• I stick with an activity even when challenges arise.</li> </ul>	<p><b>Making links</b></p> <ul style="list-style-type: none"> <li>• I can develop ideas of grouping, sequencing, cause and effect.</li> <li>• I am able to test my ideas.</li> <li>• I make links and notice patterns in my experience.</li> </ul>

<p><b>Willing to have a go</b></p> <ul style="list-style-type: none"> <li>• I can initiate activities.</li> <li>• I like to seek out things that will challenge me.</li> <li>• I like to show a 'can do' attitude.</li> <li>• I enjoy taking a risk, trying new things and learning by trial and error.</li> </ul>	<p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>• I can keep focussed on my activity for a period of time.</li> <li>• I am able to show high levels of energy and fascination.</li> <li>• I am not easily distracted.</li> <li>• I am able to pay attention to details.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to make predictions.</li> </ul> <p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>• I am able to check how well an activity is going.</li> <li>• I can plan, choose how to approach a task, solve a problem and reach a goal.</li> <li>• I can change my approach or strategy when needed.</li> <li>• I am able to review how well my approach worked.</li> </ul>
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### Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcomm data