

Learning in EYFS:

What Computing Subject Leaders Need to Know

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 national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for computing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to Three (two-year-olds) Three and Four-Year-Olds and Reception to match the programme of study for computing.

The most relevant statements for computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Understanding the World
- Expressive Arts and Design

In addition to this, our Early Years Setting have identified curricular goals for our specific context of children to achieve when they leave Helperbees and Reception. So some of our statements are taken from our own curriculum.

The most relevant goals to computing are:

Helperbees – Explore and experiment with multimedia, music and the senses
Learn new vocabulary and engage with it

Reception – Engage in discussion to solve problems and organise thinking

Computing			
Two-Year-Olds	Communication and language		<ul style="list-style-type: none"> • Listen and respond to a simple instruction • Recognise and point to objects if asked • Generally, focus on an activity of their own choice....
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Gradually gain control of their whole body... • Use large and small motor skills to do things independently
	Understanding the World		<ul style="list-style-type: none"> • Repeat actions that have an effect
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them.
	Physical Development		<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		<ul style="list-style-type: none"> • Explore how things work.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.
	Physical Development		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • 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.

