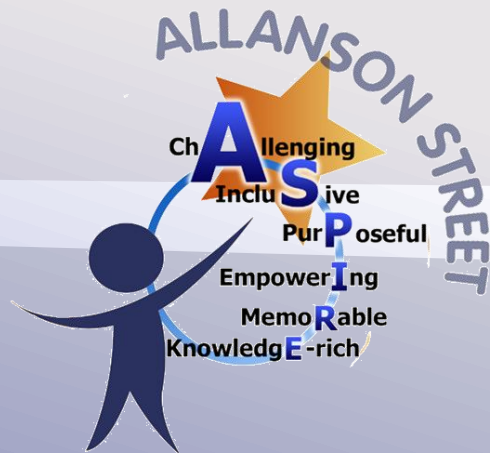




EYFS: Understanding The World

Overview with links to

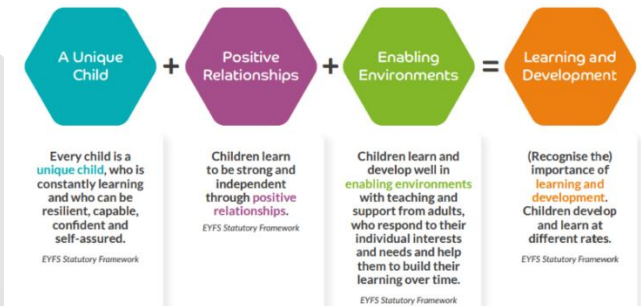
COMPUTING



Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021



When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.

When considering lessons, challenges, and curriculum coverage, we used the Development Matters to help support us in our decisions of what to teach and when.

These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

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.

EYFS Statutory Educational Programme

EYFS Vocabulary to Communicate in Computing

Nursery	Reception
Picture	Keyboard
Computer	Beebot
iPad	Type
tablet	Mouse
photograph	Direction
	Route
	Group
	Category
	Sort



Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. 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

Statutory framework for the EYFS

EYFS COMPUTING Overview



Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – COMPUTING

Computing Area:	Learning across EYFS:	Links to Year One Curriculum
Computer Science	<ul style="list-style-type: none"> - Children learn to follow instructions (Algorithms) - Children learn to spot patterns - Children learn to sequence familiar tasks. 	Computational Thinking
	<ul style="list-style-type: none"> - Children learn to use a touch screen iPads and how to select options on screen. - Children learn to input simple commands to control a 'Beebot'. 	Coding and Programming
Information Technology	<ul style="list-style-type: none"> - Children learn to play games on a touch screen iPad/laptop using keyboard/ buttons. - Children taught how to use some keys on a keyboard. 	Word processing/Typing
	<ul style="list-style-type: none"> - Children taught to sort physical objects, take pictures and discuss it. - Children will be taught to identify a chart. 	Data Handling
	<ul style="list-style-type: none"> - Children to use iPads to manipulate images i.e. resize images using fingers. 	Presentations
	<ul style="list-style-type: none"> - Children can record voice over images to become a character. 	Animation
	<ul style="list-style-type: none"> - Children will learn the difference between videos and photography. - Children will record and watch back videos. 	Video Creation
	<ul style="list-style-type: none"> - Children will learn to take photographs - Children will learn to use 'Paint' programmes to create art. 	Photography and Digital Art
	<ul style="list-style-type: none"> - Children will be taught to record sounds with different resources - Children will be taught find ways to change your voice (tube, tin can, shouting to create an echo) - Children will be able to record sounds/voices in storytelling and explanations 	Sound

	<ul style="list-style-type: none"> - Children will be taught about ‘Stranger Danger’ and how we can and should say, ‘No and tell and adult. 	Self Image and Identity
Digital Literacy/E-Safety	<ul style="list-style-type: none"> - Children will be taught some ways in which we can communicate using technology. 	Online Relationships
	<ul style="list-style-type: none"> - Children will be shown how things can be put on the internet (DoJo/ Website). 	Online Reputation
	<ul style="list-style-type: none"> - Children will be taught and shown how to be kind to others. - Children will be taught who they can go to if others are not being kind to them. 	Online Bullying
	<ul style="list-style-type: none"> - Children will be shown how the internet can be used to find information using a search engine. 	Managing Online Information
	<p>Children will be taught to keep personal information such as name and where they live private and not to tell strangers.</p> <ul style="list-style-type: none"> - Children will be able to describe people they trust. 	Privacy and Security
	<p>Children will identify rules that help keep us safe and healthy in and beyond the home when using technology</p>	Health, Well-being and Lifestyle
	<p>Children will be taught about putting their name on the back of things to show they belong to them.</p>	Copyright and Ownership

Like all of our curriculum areas within EYFS, Computing is taught throughout Nursery and Reception and within provision. Although we may not have a computing lesson each week, children are still exposed to teaching and learning around computing. Often cross curricular links are made to teach computing alongside another area of learning. An example, in a literacy lesson about how a character may be feeling, we may use an iPad to record our ideas over the characters image. Giving the children a real purpose to the technology being used.



Continuous Provision & Enhancements

What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. An example linked Understanding the World – while learning about programmable toys like the Beebots, we may add a new grided map in provision linked to a story for children to explore. This will allow children to further develop their knowledge of programming and algorithms and promote independent experimentation.

Children could be found learning about ‘Computing’ (Understanding the World) in all areas of the continuous provision, indoor and outdoor. We provide lots of opportunities to practise and revisit skills within our ‘Investigation Station’.



Assessment and Planning Cycle

Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this.** **Early years foundation stage statutory framework (2023)**

Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGS), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

The ELG’s are a statutory assessment and not how we plan our curriculum.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

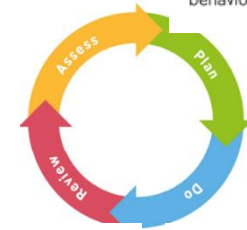
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

Assessment Doughnut tool

