

## EYFS Long Term Plan Continuous Provision – Technology area

### Characteristics of Effective Learning – How a child is learning

<p style="text-align: center;"><b>Playing and Exploring</b></p> <p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul> <p><b>Playing with what they know</b></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul> <p><b>Being willing to 'have a go'</b></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error.</li> </ul>	<p style="text-align: center;"><b>Active learning</b></p> <p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul> <p><b>Keeping on trying</b></p> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul> <p><b>Enjoying achieving what they set out to do</b></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<p style="text-align: center;"><b>Creating and Thinking Critically</b></p> <p><b>Having their own ideas</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul> <p><b>Making links</b></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>	
<p style="text-align: center;"><b>Permanent Resources</b></p> <p>Computer/tablets/laptops/notepad CD player and headphones Programmable toys Role play – washing machine, telephones, camera Small world play – things that move Bee Bot Tools and equipment – scissors, hole punch, stapler etc Interactive white board</p> <p><b>Resource enhancements throughout the year</b></p> <p>Computer programmes related to children's predictable interest Toys that move from popular culture Use of adult and child camera / recording equipment Torches and lights Cooking equipment</p>	<p style="text-align: center;"><b>Possible Experiences</b></p> <p>To observe how children use equipment To allow children to explore and experiment To give confidence to try new things To encourage children to solve problems and extend their thinking Investigate different toys and how they work To find ways to communicate – pictures, writing, through sound Using creative programs to draw and paint To allow children to role play with equipment that is relevant to their lives To explore cause and effect</p>	<p style="text-align: center;"><b>Adult Role</b></p> <p><b>Positive Relationships</b></p> <p>Encourage children to play safely and co-operatively at all times Support and extend the skills children develop as they use simple equipment Support children's use of ICT apparatus Encourage children to speculate on the reasons why things happen or how things work Support children to coordinate actions to use technology, for example, call a telephone number Teach and encourage children to click on different icons to cause things to happen in a computer program</p>	<p style="text-align: center;"><b>Appropriate Vocabulary</b></p> <p>Computer – mouse, keyboard, CD, screen, monitor On/off Turn, move Clockwork, electricity Backwards, forwards, up, down, sideways, left, right Eject, click, double click, rewind, crash</p>
		<p style="text-align: center;"><b>Enabling Environments</b></p> <p>Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder Provide a range of programmable toys, as well as equipment involving ICT, such as computers Resources labelled with pictures and words</p>	<p style="text-align: center;"><b>Questions and Phrases</b></p> <p>How do you use the mouse?  Double click on the icon  What happens if you press that button?  What does this button do?</p>

## Technology - A Unique Child - Observing what a child is learning 36-60+ months

<b>Personal, Social and Emotional Development</b>		<b>Communication and Language</b>		<b>Physical Development</b>	
<p>Can select and use activities and resources with help</p> <p>Welcomes and values praise for what they have done</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p>		<p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Responds to simple instructions, e.g. to get or put away an object</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Responds to instructions involving a two-part sequence</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>		<p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Understands that equipment and tools have to be used safely</p> <p>Practices some appropriate safety measures without direct supervision</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p>	
<b>Literacy</b>		<b>Mathematics</b>		<b>Understanding the World</b>	
<p>Knows that information can be retrieved from books and computers</p> <p>Sometimes gives meaning to marks as they draw and paint</p> <p>Ascribes meanings to marks that they see in different places</p> <p>Writes own name and other things such as labels, captions</p> <p>Attempts to write short sentences in meaningful contexts</p>		<p>Uses positional language</p> <p>Shows an interest in numerals in the environment</p> <p>Shows an interest in representing numbers</p> <p>Uses some number names and number language spontaneously</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10</p> <p>Knows that numbers identify how many objects are in a set</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>Records, using marks that they can interpret and explain</p> <p>Begins to identify own mathematical problems based on own interests and fascinations</p>		<p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>Knows that information can be retrieved from computers</p> <p>Completes a simple program on a computer</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p>	
				<b>Expressive Arts and Design</b>	
				<p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary</p> <p>Manipulates materials to achieve a planned effect</p> <p>Plays alongside other children who are engaged in the same theme</p> <p>Plays cooperatively as part of a group to develop and act out a narrative</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p>	

## Technology - A Unique Child - Observing what a child is learning 0-36 months

<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p>Seeks out others to share experiences          Expresses own preferences and interests          Can express their own feelings such as sad, happy, cross, scared, and worried          Responds to the wishes and feelings of others          Aware that some actions can hurt or harm others          Shows understanding and cooperates with some boundaries and routines          Keeps play going by responding to what others are saying or doing          Can select and use activities and resources with help          Begins to accept the needs of others and can take turns and share resources, sometimes with support from others          Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met          Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p style="text-align: center;"><b>Communication and Language</b></p> <p>Recognises and responds to many familiar sounds          Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?)          Developing understanding of simple concepts (e.g. big/little)          Learns new words very rapidly and is able to use them in communicating          Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'          Uses a variety of questions (e.g. what, where, who)          Uses simple sentences (e.g. 'Mummy gonna work.')         Beginning to use word endings (e.g. going, cats)          Responds to simple instructions          Beginning to understand 'why' and 'how' questions          Beginning to use more complex sentences to link thoughts          Uses talk to connect ideas, explain what is happening and anticipate what may happen next, recall and relive past experiences          Uses vocabulary focused on objects and people that are of particular importance to them</p>	<p style="text-align: center;"><b>Physical Development</b></p> <p>Explores objects with mouth, often picking up an object and holding it to mouth          May be beginning to show preference for dominant hand          Beginning to recognise danger and seeks support of significant adults for help          Understands that equipment and tools have to be used safely.</p>	
<p style="text-align: center;"><b>Literacy</b></p> <p>Have some favourite stories, rhymes, songs, poems or jingles          Repeats words or phrases from familiar stories          Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories          Listens to stories with increasing attention and recall          Describes main story settings, events and principal characters          Recognises familiar words and signs such as own name and advertising logos</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p>Begins to make comparisons between quantities          Knows that a group of things changes in quantity when everything is added or taken away          Notices simple shapes and patterns in pictures          Beginning to categorise objects according to properties such as shape or size          Begins to use the language of size          Uses some number names and number language spontaneously          Uses some number names accurately in play          Beginning to talk about the shapes of everyday objects, e.g. 'round and 'tall</p>	<p style="text-align: center;"><b>Understanding the World</b></p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment          Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car          Knows how to operate simple equipment, e.g. turns on CD player and uses remote control          Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones          Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images          Knows that information can be retrieved from computers</p>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p>Shows an interest in the way musical instruments sounds          Taps out simple repeated rhythms          Explores and learns how sounds can be changed          Sings to self and makes up simple songs          Makes up rhythms</p>