Continuing to Support ICT in the EYFS

Produced by The Early Years Quality Improvement Team.

HILLINGDON
LONDON

ICT in the EYFS

Technology in the EYFS is not necessarily about teaching children all about how to use a computer. However technology is increasingly becoming a part of our everyday lives, we use it at home and at work and children are becoming increasingly adept at using technology. As an important part of our lives, it is important to teach technology skills in exciting and stimulating ways.

Children will arrive in Early Years settings with wide and varying experiences of using ICT. Some will have considerable experience of the use of a computer/tablet and a wide and varied range of toys and home technology gadgets. However, there will still be the need to teach these skills to some children and for some children in your setting this may be their first opportunity to use a wide range of equipment to aid their learning

To support children's success in this aspect of learning children will need to be able to:

- ✓Identify technology around them
- ✓Identify the purpose of technology around them
- ✓Use simple technology equipment
- ✓Use appropriate vocabulary
- ✓Use the skills associated with technology for a given purpose
- ✓Use technology to support their learning

The starting point fro this aspect of learning is to make sure that your setting has a wide range of resources that are available for children to use. (*Examples are throughout this document)*

The role of the adult

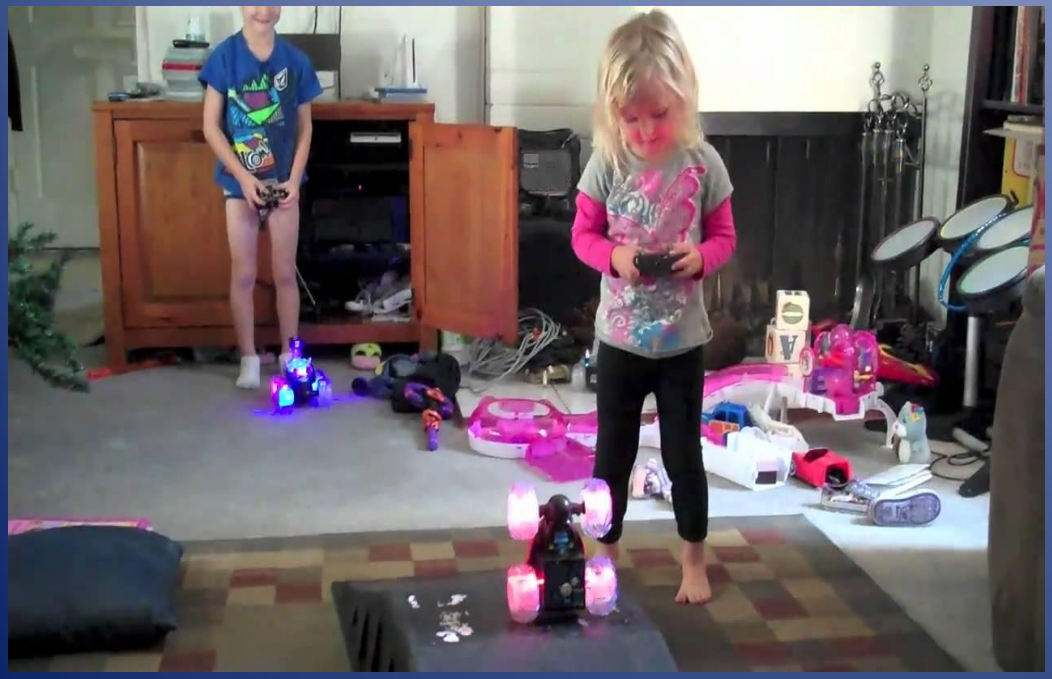
As practitioners we need to:

- Give opportunities for children to control a programmable toy such as a floor robot
- Help children become aware of technology around them in the setting, local environment and at home. For example washing machines, street lights, telephones, burglar alarms, pedestrian crossings, automatic doors etc
- Teach simple skills of using equipment for example turning on/off
- Help children to understand how things work by giving them opportunities to take things apart and reassemble them, for example telephones and radios
- Build upon the ICT skills children have acquired at home – talk with parents about what children use at home
- Teach children how to use the equipment you have so they can use it safely and independently.
- Provide opportunities for children to use technology within activity areas
- Introduce the correct language in conversations, for example the names of technology equipment and the operations performed, such as double click, swipe, rewind etc
- Be aware of the opportunities to use technology to support all areas of learning across the curriculum for example using digital cameras or tablets to record the changes to the outside area over time – links to the World, or having calculators in the maths area etc

When children are enabled to disassemble technology equipment they will be examining how things work, what things look like and beginning to use new language and make links, for example, circuit boards, wire, electricity, switches etc

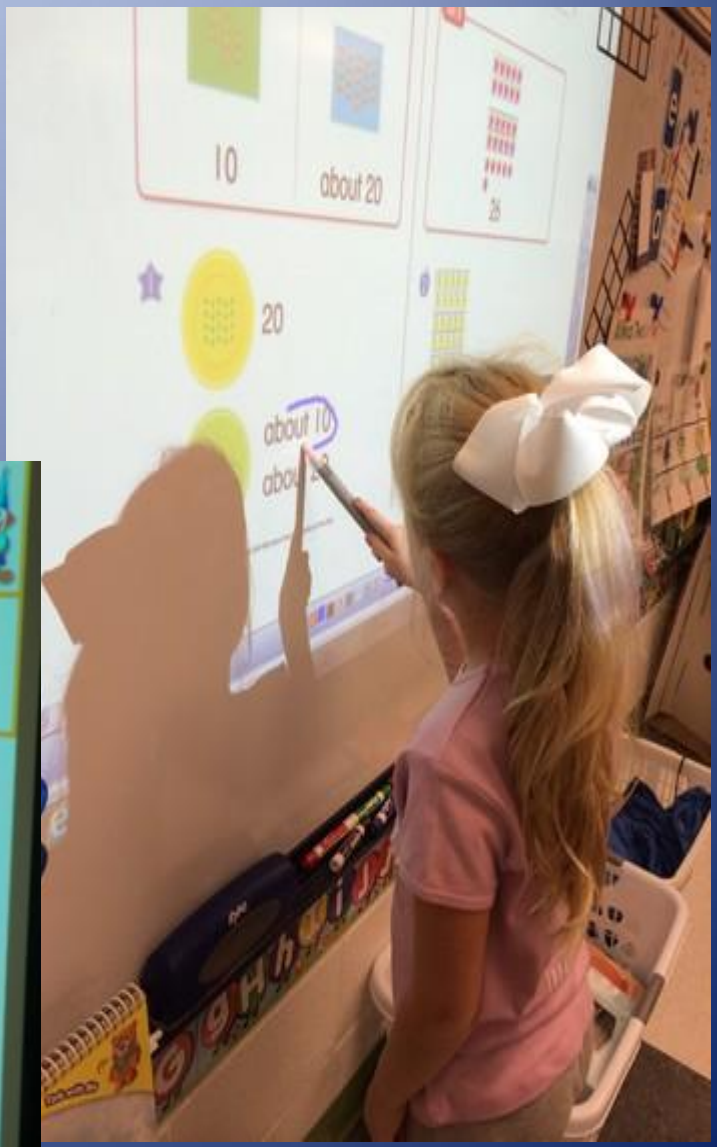
Children will need to be taught the controls on programmable toys, but then they can self-select and use them to set their own challenges – who can go faster, the furthest etc

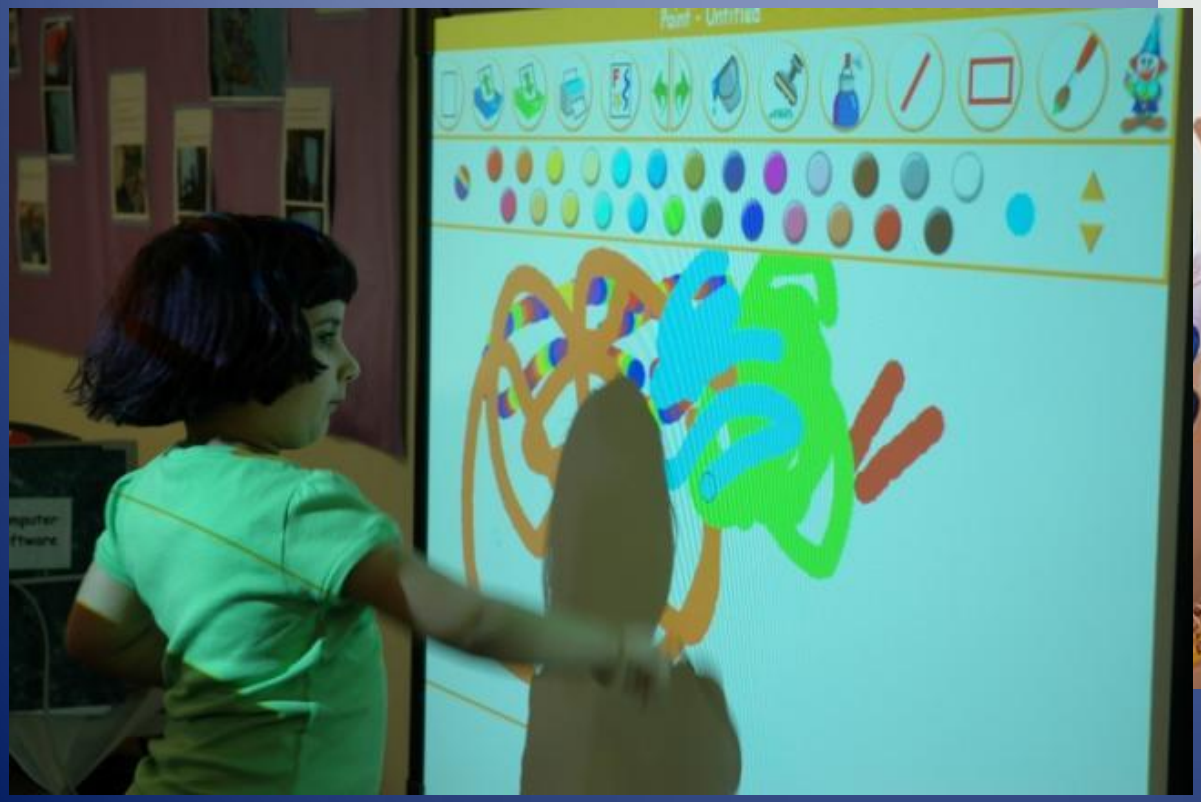
Remember to work in partnership with parents, your children may have access to many remote controlled toys at home. Ask parents for information on what the children can use and how proficient they are



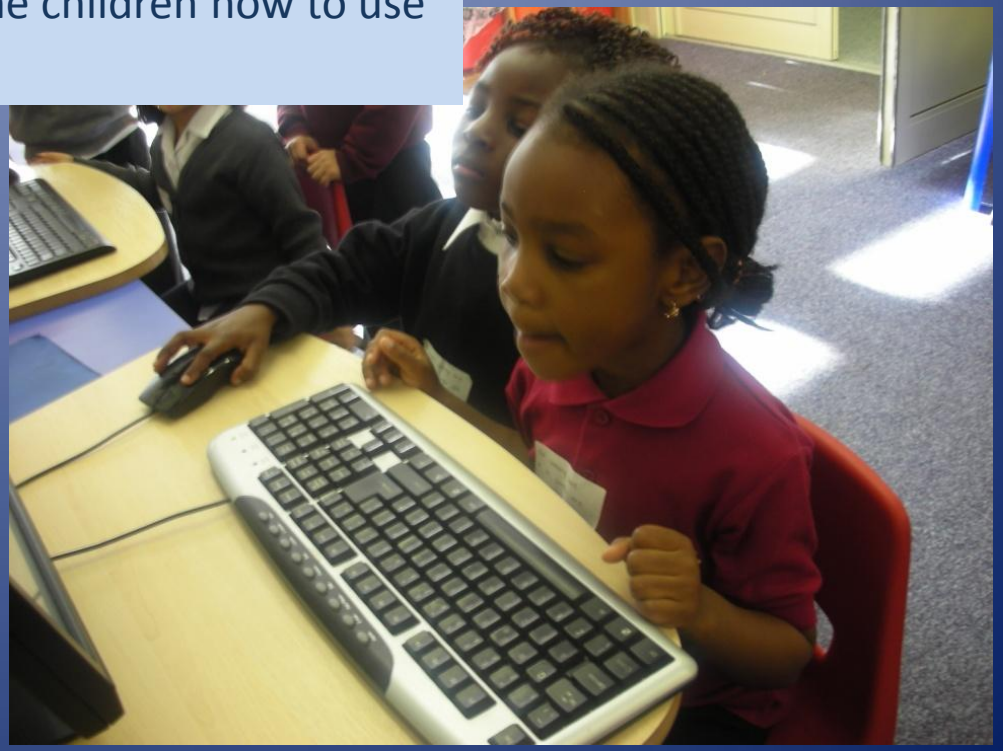
Digital cameras and tablets and mobile phones can be a great way to encourage children to record their discoveries and to use technology to understand the permanence of capturing images digitally. If you have the resources support children to learn how to print their pictures.

If you are fortunate enough to have an interactive whiteboard, make sure that children are provided with opportunities to use this independently once they have been taught the correct way to use it.





Remember that there is no requirement that children can use a mouse or keyboard to achieve the ELG and for many children being able to swipe and use a tablet is just as effective and more familiar to them. However if you have access to a computer, mouse and keyboard, make sure that adults spend time teaching the children how to use these.



If you use internet websites, make sure you have vetted these prior to letting the children have free access, and use this as an opportunity to instil internet safety. If children can understand and adhere to these safety guidelines it is another indication that they understand how technology is a part of their world and how to access this safely.

The following few slides demonstrate some of the other technology resources that you could use with children as a part of your continuous provision. Make sure that you teach children how to use these accurately and then use your observations to note when children access these and how effective they are in using them

Voice recorders

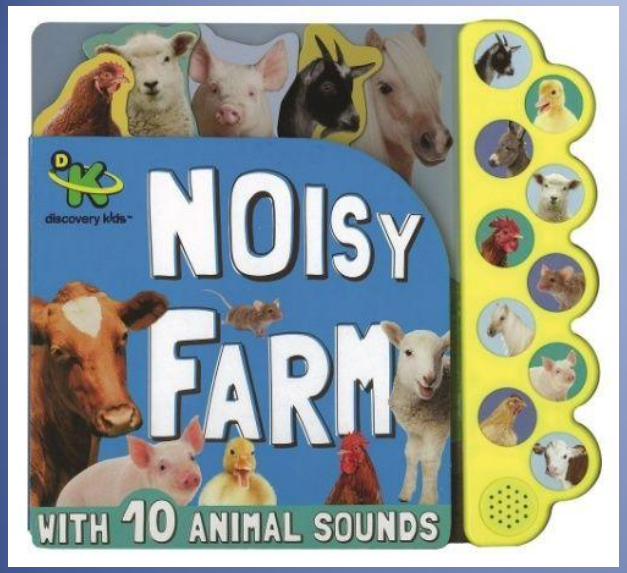
Tablet or mobile phone videoing

Technology used in food preparation – toasters, kettles, microwaves, bread makers etc.

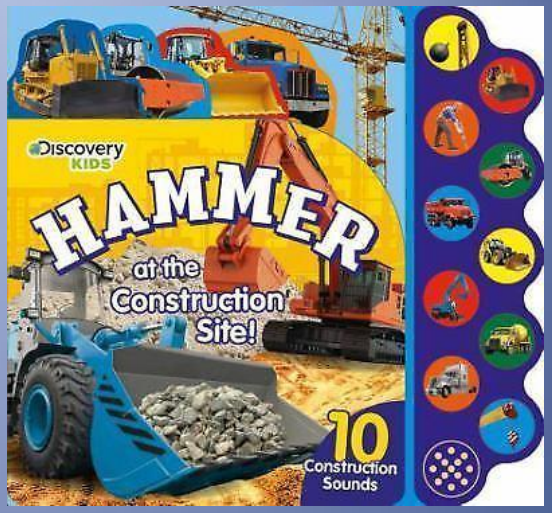
Technology around the school – washing machines, fax machines, printers etc

Role play can be a great way to enable children to understand the uses of technology in their lives, for example – till and cash registers in shop play. Sending messages and information in a superhero cave etc

Simply having technology resources available within different activity areas encourages children to use it to support their learning



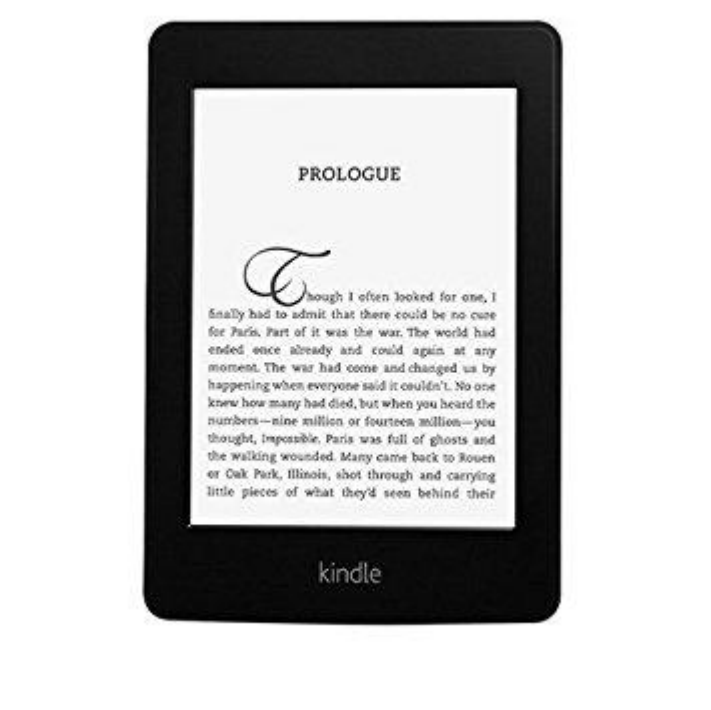
Your reading area can have simple sound books, story CD's or headphones and the Kindle App on a tablet etc



Think about where in your setting technology can be used and try to provide these opportunities.

Your music area can include, electric keyboards, microphones, dance mats, headphones, and if you wanted you could make it into a recording studio or a performance area such as the X Factor

Help children to talk about the many types of technology they see and interact with both at home and out and about.


PROLOGUE
Though I often looked for one, I finally had to admit that there could be no cure for Paris. Part of it was the war. The world had ended once already and could again at any moment. The war had come and changed us by happening when everyone said it couldn't. No one knew how many had died, but when you heard the numbers—nine million or fourteen million—you thought, Impossible. Paris was full of ghosts and the walking wounded. Many came back to Rouen or Oak Park, Illinois, shot through and carrying little pieces of what they'd seen behind their
kindle

Nintendo GAME BOY
SELECT
START
B
A

1:32
AUG 25
4,946
83

WE HAVE REMOVED OUR
FREE BAGS FROM DISPLAY
AT THE CHECKOUT TO
ENCOURAGE BAG RE-USE.
BUT IF YOU NEED A FREE BAG,
PLEASE JUST ASK.

1

alamy stock photo

Technology checklist

Workshop/table/boxes – torches, clocks, battery toys, calculators etc
Circuit boards – bells, buzzers, lights.
Comparison of old and new appliances
Explore and take apart table/box – clocks, plugs, camera, screwdrivers etc
Role play – include technology – tills, computer, telephones, mobile phones scanners , tv remote controls, clocks, digital scales, microwave, washing machine etc
Sound area – include tape machine/ sound tapes CDs on variety of subjects – music and computer, microphones, dance mats, keyboards etc
Calculators
Metal detectors
Digital camera/ video camera
Remote control vehicles/animals
Pixies and Roamers
Technology search – around school/home/in the community/shops etc
Sorting things that use/do not use electricity