

Technology and the early learning goals

How can technology support progress of children in Foundation Stage classrooms?



The prime areas		
<i>Communication and language</i>	<i>Physical development</i>	<i>Personal, social and emotional development</i>
<p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
<p>Listen to stories online. Listen to stories on a tablet or other computing device. Listen to voice recordings of their friends and familiar adults eg a talking tin or voice recorder app could have an instruction to follow. Listen to and respond to an expert talking on Skype or other video conferencing resource.</p>	<p>Move finger on IWB screen or tablet device such as an iPad to achieve different outcomes. Use of a stylus with paint apps will contribute to the development of fine motor skills and an appropriate pencil grip. Build confidence with the use of keyboard and mouse. Adults encourage responsible handling of technology equipment.</p>	<p>Children use tablet, IWB, or other computing device selecting from hyperlinks to use appropriate website(s). Use appropriate apps and software such as Singing Fingers, 2Simple, Poisson Rouge or Musical Leaps and Bounds to have a go and take risks. Technology toys are part of their indoor and outdoor play experience.</p>
<p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p>Follow recorded instructions using talking postcards, talking pegs, talking tins, voice recorder app or software, or digital voice recorder Children record an instruction for their friends. Children use floor robots to create and talk about a sequence of instructions.</p>	<p>Adults talk about staying safe on the internet using Smartie the Penguin and other resources (see Somerset ActiveBYTE scheme of work MegaBYTE). Adults reinforce model and rehearse Online safety rules. Technology can provide motivation for changing for PE and using the toilet independently.</p>	<p>Children talk about internet safety rules. Seal photocards or photographs taken in school can be used to discuss how we show feelings. Video or webcams can be used to record play and talk about the interaction between children. Use appropriate online resources such as http://www.gogivers.org. (Register for free eg More than one friend.)</p>

(With reference to statutory EYFS Framework updated April 2017)

<p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>		<p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p>Children record and play back singing, stories and instructions using a voice recorder app on a tablet, a digital voice recorder, talking postcards or talking tins. Children use toy phones or walkie talkies to communicate, and talk about how they can use them effectively.</p>		<p>Children work together using Bee-bots or other electronic toys. They explore appropriate apps and software together on tablets, computers, or interactive whiteboard. Walkie talkies or toy phones are used to give instructions or create play environments. Routines for using equipment and taking turns are understood eg sandtimer or digital timer to take turns on the tablet or computer. They agree appropriate amounts of time using the device.</p>

The specific areas

<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the world</i>	<i>Expressive arts and design</i>
<p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p>Electronic books are part of the reading experience for children. Apps or software are used to make electronic books with children eg Book Creator, 2Create a story, Textease. Voice recording is used to allow children to hear themselves read. Free online or purchased resources are used to reinforce phonic experiences in the classroom.</p>	<p>Physical counting of objects is supported by activities on appropriate websites or by using appropriate apps or software.</p>	<p>Photographs and video are used to reinforce physical learning activities. Free or subscription based online video used to support the learning. Chroma Key (green screen technology) can be used to help children imagine themselves in different parts of the world and different settings in the UK.</p>	<p>Appropriate websites are used to encourage singing of songs and nursery rhymes. Voice recording devices, apps and software are used to record songs. Video of dance and singing allows children to enjoy their performance. Paint apps and programmes such as 2Paint are used alongside physical painting activities.</p>

<p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>
<p>Finger writing on IWB or tablet devices is used to reinforce writing skills. Children write words or simple sentences with a keyboard using software such as Textease or Clicker which will read back the text achieved.</p>	<p>Free online resource or purchased software is used to reinforce the physical experiences provided for children. eg TES iboard http://www.iboard.co.uk</p> <p>Floor robots are used to support the development of positional language.</p>	<p>Photographs and video are used to reinforce physical learning activities. Free online (or subscription based) video can be used to reinforce learning. Webcams in school or online around the world are used to observe animals in different places Skype or other video conferencing is used to interact with people in different places and situations.</p>	<p>Film making, video role play/stories and digital sound recording is used to support the recording of imaginative play. Music made with instruments and singing is recorded. Art is created on the computer and is shared with others for them to talk about what has been created and to record comments about each other's work.</p>
	<p>Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		
	<p>Explore a range of real world technology and play technology. Watch and operate the use of office equipment. Observe technology around them such as automatic doors and cash machines. Create role play experiences such as using a cashpoint. Explore a range of apps, software and hardware and talk about their purposes. Children take photographs, record voices and use tablets or video cameras to capture their learning. Share learning using a class page of the school website, a blog or class Twitter account. Share learning experiences using Skype or other video conferencing across classes, across schools, or with an expert who could be anywhere in the world. Retrieve information from a computing device using QR codes, child friendly search engine, image based hyperlink</p>		

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