

**Understanding the World: Technology**  
**Statements from Development Matters in the EYFS March 2012**

<b>Early Learning Goal:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.		
<b>A Unique Child: Observing what a child is learning</b>	<b>Positive Relationships: What adults could do</b>	<b>Enabling Environments: What adults could provide</b>
16 – 26 months		
<ul style="list-style-type: none"> <li>• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</li> <li>• Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment.</li> <li>• Talk about the effect of children’s actions, as they investigate what things can do.</li> </ul>	<ul style="list-style-type: none"> <li>• Have available robust resources with knobs, flaps, keys or shutters.</li> <li>• Incorporate technology resources that children recognise into their play, such as a camera.</li> </ul>
22-36 months		
<ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>	<ul style="list-style-type: none"> <li>• Support children in exploring the control technology of toys, e.g. toy electronic keyboard.</li> <li>• Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.</li> <li>• Let children use machines like the photocopier to copy their own pictures.</li> </ul>
30-50 months		
<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>• Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.</li> <li>• Draw young children’s attention to pieces of ICT apparatus they see or that they use with adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.</li> </ul>
40-60+ months		
<ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to speculate on the reasons why things happen or how things work.</li> <li>• Support children to coordinate actions to use technology, for example, call a telephone number.</li> <li>• Teach and encourage children to click on different icons to cause things to happen in a computer program.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide a range of programmable toys, as well as equipment involving ICT, such as computers.</li> </ul>