Continuous Provision Plan for – Computer Area ICT

Possible learning towards EYFS outcomes		
Personal, Social and Emotional Development	**Communication and Language**	**Physical Development**
30-50 months: • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Can select and use activities and resources with help. • Confident to talk to other children when playing, and will communicate about own home and community. • Shows confidence in asking adults for 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. **40-60 months:** • Explains own knowledge and understanding, and asks appropriate questions of others.	**30-50 months:** • Beginning to understand 'why' and 'how' questions. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses vocabulary focused on objects.	**30-50 months:** • Uses one-handed tools and equipment. • Understands that equipment and tools have to be used safely. **40-60 months:** • Shows a preference for a dominant hand.
Literacy	**Maths**	**Understanding the World**
30-50 months: • Knows information can be relayed in the form of print. **40-60 months:** • Knows that information can be retrieved from books and computers.	**30-50 months:** • Uses positional language. **40 to 60+ months:** • Uses everyday language related to time. • Measures short periods of time in simple ways.	**30-50 months:** • 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/real objects e.g. 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. • Talks about why things happen and how things work. **40-60 months:** • Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.

Intended Learning Outcomes
- Respond to being given responsibility and independence with equipment.
- Show initiative in using equipment.
- Test out their experiences of using equipment at home or in other settings.
- Role play things that they have seen adults do.
- Apply things they know into a different context.
- Begin to understand the processes involved in finding information from a computer, or how a piece of technology can help to complete a task.
- Evidence of using prior knowledge of different devices, gaining confidence and ability as they gain exposure to equipment.
- Use different forms of technology for different purposes.
- Gain confidence in using different types of equipment.
- Explore ideas and try out different solutions.

Enabling Environments	Positive Relationships	Characteristics of Effective Learning
• Mouse / interactive whiteboard pen. • Range of computer programs designed for EYFS age groups. • Other ICT equipment e.g. Bee-Bots, digital camera, video camera, listening centres. • Imitation ICT equipment for role play area e.g. mobile phone without battery, till, computer. • Wind-up toys. • Recording sounds and voices using a range of non-computer resources e.g. Easi-Speak microphones, talking tin lids etc. • Use of other access devices e.g. switches to support children with special needs. • Programs to reinforce / teach a range of others skills through computer programs e.g. phonics / maths / EAD.	• Plan for and provide a range of provision. • Model use of computer, digital camera etc. • Encourage appropriate behaviour/use of area. • Where necessary work one-to-one with children to encourage confidence. • Use appropriate language and questioning. • Use open-ended questions to promote sustained shared thinking. • Observe children learning to identify achievement and to inform planning for extending learning. • Observe use of provision to ensure the area meets the needs of the children and EYFS curriculum. • Be reflective and develop provision on an ongoing basis. • Ask parents/guardians about how the children use equipment at home. **Key Vocabulary and Questions** • Language relating to equipment e.g. monitor, screen, tower, mouse, cursor etc. • Names of computer programmes and characters. • Developing directional language using remote control vehicles. • Language related to toys e.g. press, button, turn, sound, move etc. • Use language related to specific objects which the children are familiar with. • Listening centre – on, off, play, stop, pause, eject etc. • Explain how you play / use it / work it. • I wonder if you could have done it a different way?	Playing and Exploring – **engagement** • Showing particular interest • Pretending objects are things from own experience • Initiating activities • Seeking challenge Active Learning – **motivation** • Not easily distracted • Persisting with activity when challenges occur • Being proud of how they accomplished something - not just the end result Creating and Thinking Critically – **thinking** • Thinking of ideas • Finding new ways to do things • Making predictions • Planning, making decisions about how to approach a task, solve a problem and reach a goal.