


| Development Matters – Ages and Stages (EYFS 2012) | Look, Listen and Note | |
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| <ul style="list-style-type: none"> • Can select and use activities and resources with help. (EAD 30-50) • Welcomes and values praise for what they have done. (EAD 30-50) • Enjoys responsibility of carrying out small tasks. (EAD 30-50) • Explains own knowledge and understanding, and asks appropriate questions of others (PSED 40-60+) • Can describe self in positive terms and talk about abilities (PSED 40-60+) • Uses positional language (M 30-50) • Uses shapes appropriately for tasks (M 30-50) • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control (UW 30-50) • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones (UW 30-50) • Completes a simple program on a computer (UW 40-60+) • Uses ICT hardware to interact with age-appropriate computer software (UW 40-60+) • Uses simple tools and techniques competently and appropriately. (EAD 40-60+) • Selects appropriate resources and adapts work where necessary. (EAD 40-60+) • Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD 40-60+) • Gives meaning to marks they make as they draw, write and paint. (L 40-60+) • Writes own name and other things such as labels, captions. (L 40-60+) • Draws lines and circles using gross motor movements. (PD 30-50) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50) • Understands that equipment and tools have to be used safely. (PD 30-50) • Uses simple tools to effect changes to materials (PD 40-60+) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Shows a preference for a dominant hand. (PD 40-60+) • Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) | <h2>On-going Learning Experiences for Technology/ICT</h2>  | <p>Who can press a switch unaided? Which hand? Can children use touch screen? Do they show response to computer programmes? Noisy toys? Can they track moving toys? Do they enjoy eg C Beebies on internet? How do they let us know which toys they like/dislike? Do they play with switch operated equipment in home corner? Can they use the digital camera? Do they share resources?</p> |
| | Effective Practice | Permanent Resources |
| | <p><u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Computer, switch, screen, mouse, press, CD, digital camera, tape recorder, TV, internet</p> <p><u>Adults to ask questions to extend learning (using a range of closed and open questions) e.g-</u> Can you press the switch? Which is your favourite switch toy? Programme? Can you touch the screen/</p> | <p>Permanent Resources Computer, Printer, Internet access, Laptop, Interactive whiteboard Dictaphones, Digital Camera, Digital Blue, Pixie, roamers, programmable toy, Keyboard, DVD's, CD's, video tapes, Digital microscope, Telephone, Mobile, CD Player, Selection of Switch Toys, Tape Recorder, Calculators, Role Play equipment, Beebots</p> <p>Resource enhancements throughout the year Radio controlled toys, Radio, Remote control vehicles, torches Karaoke machine, Metal detector, Walkie talkie, Bar code scanners Photocopier, Scanner, Over head projector/ light box</p> |

| Intended Experiences | Characteristics of Effective Learning | | |
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| <p>Acquire basic skills in turning on and operating some ICT equipment Develop skills such as twisting, turning, pushing, lifting Investigate what things can do Talk about ICT apparatus, what it does, what they can do with it and how to use it safely Use the photocopier to copy their own pictures Use the scanner to scan pictures Use the camera, video camera and Dictaphone Document and revisit their own learning Incorporate technology into their role play Use technology when out in the local community i.e. press button at pelican crossing Use a range of programmable toys Experiment with cause and effect Coordinate actions when using technology</p> | <p style="text-align: center;"><u>Unique Child</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people • Initiating activities <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Thinking of ideas • Making links and noticing patterns in their experience | <p style="text-align: center;"><u>Positive Relationships</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Value questions, talk, and many possible responses, without rushing toward answers too quickly Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. | <p style="text-align: center;"><u>Enabling Environments</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Make sure resources are relevant to children's interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Plan linked experiences that follow the ideas children are really thinking about |

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