



Computing in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven Areas of Learning rather than subject areas. This document explains how skills and knowledge developed across EYFS form the foundations of the national curriculum subjects. It shows which statements from the non-statutory guidance, Development Matters, are prerequisites for computing within the national curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age ranges for three and four-year-olds and reception to match the programme of study for computing.

The most relevant statements for computing are taken from the following Areas of Learning:

- Personal, Social and Emotional Development
- Physical Development
- Mathematics
- Understanding the World
- Expressive Arts and Design

Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Remember rules without needing an adult to remind them.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Mathematics		• Solve real world mathematical problems with numbers up to 5. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Notice and correct an error in a repeating pattern. • Begn to describe a sequence of events, real or fictional, using words such as 'first', 'then'.
	Understanding the World		• Explore how things work.
Reception	Personal, Social and Emotional Development		• Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
	Mathematics		• Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.