

Lemington Riverside Primary School EYFS Long Term Planning Continuous Provision: ICT, Computer & Audio Area

Long Term Key Learning Opportunities	22-36 months	30-50 months	40-60 months	Early Learning Goals
Personal Social Emotional Development	Communication and Language			Physical Development
<ul style="list-style-type: none"> *Interested in other's play and starting to join in. *Seeks out others to share experiences. *May form a special friendship with another child. *Expresses own preferences and interests. *Can express their own feelings such as sad, happy, cross, scared, worried. *Responds to the wishes and feelings of others. *Aware that some actions can hurt or harm others. *Shows understanding and cooperates with some boundaries and routines. *Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't. *Growing ability to distract self when upset, e.g. by engaging in a new play activity. *Initiates play, offering cues to peers to join them. *Keeps play going by responding to what others are saying or doing. *Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults *Can select and use activities and resources with help. *Aware of own feelings, and knows that some actions and words can hurt others' feelings. *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. *Can usually adapt behaviour to different events, social situations and changes in routine. *Initiates conversations, attends to and takes account of what others say. *Explains own knowledge and understanding, and asks appropriate questions of others. *Takes steps to resolve conflicts with other children, e.g. finding a compromise. *Confident to speak to others about own needs, wants, interests and opinions. *Can describe self in positive terms and talk about abilities. *Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. *Aware of the boundaries set, and of behavioural expectations in the setting. *Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. *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. *They form positive relationships with adults and other children *Children are confident to try new activities. *They can say why they like some activities more than others. *They are confident to speak in a familiar group. *They will talk about their ideas. *They will choose the resources they need for their chosen activities. *They say when they do or don't need help. *Children talk about how they and others show feelings. *Children 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. *They take changes of routine in their stride. 	<ul style="list-style-type: none"> *Listens with interest to the noises adults make when they read stories. *Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. *Shows interest in play with sounds, songs and rhymes. *Single channelled attention. Can shift to a different task if attention fully obtained – using child's name to focus. *Identifies action words by pointing to the right picture, e.g. 'who's jumping?' *Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.' *Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?) *Developing understanding of simple concepts (e.g. big/little) *Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. *Holds a conversation, jumping from topic to topic. *Learns new words very rapidly and is able to use them in communicating. *Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. *Uses a variety of questions (e.g. what, where, who). *Uses simple sentences (e.g. 'Mummy gonna work.') *Beginning to use word endings (e.g. going, cats) *Listens to others one to one or in small groups, when conversation interests them. *Listens to stories with increasing attention and recall. *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. *Responds to simple instructions, e.g. to get or put away an object. *Beginning to understand 'why' and 'how' questions *Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). *Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). *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. <i>who, what, when, how</i>. *Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). *Uses intonation, rhythm and phrasing to make the meaning clear to others. *Uses vocabulary focused on objects and people that are of particular importance to them. *Maintains attention, concentrates and sits quietly during appropriate activity. *Two-channelled attention – can listen and do for short span. *Responds to instructions involving a two-part sequence. *Understands humour, e.g. nonsense rhymes, jokes. *Able to follow a story without pictures or props. *Listens and responds to ideas expressed by others in conversation or discussion. *Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. *Links statements and sticks to a main theme or intention. *Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. *Introduces a storyline or narrative into their play. *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. *Children follow instructions involving several ideas or actions. *They answer 'how' and 'why' questions about their experiences and in response to stories or events. *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. 			<ul style="list-style-type: none"> *Squats with steadiness to rest or play with object on the ground, rises to feet without using hands. *Imitates drawing simple shapes such as circles and lines. *May be beginning to show preference for dominant hand. *Beginning to recognise danger and seeks support of significant adults for help. *Understands that equipment and tools have to be used safely. *Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors *Handles tools, objects, construction and malleable materials safely and with increasing control. *Shows understanding of how to transport and store equipment safely. *Children show good control and co-ordination in large and small movements. *They handle equipment and tools effectively, including pencils for writing.

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> *Has some favourite stories, rhymes, songs, poems or jingles. *Repeats words or phrases from familiar stories. *Fills in the missing word or phrase in a know rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' *Distinguishes between the different marks they make. *Enjoys rhyming and rhythmic activities. *Shows awareness of rhyme and alliteration. *Recognises rhythm in spoken words. *Listens to and joins in with stories and poems, one-to-one and also in small groups. *Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories. *Beginning to be aware of the way stories are structured. *Suggests how the story might end. *Listens to stories with increasing attention and recall. *Describes main story settings, events and principal characters. *Shows interest in illustrations and print in books and print in the environment. *Recognises familiar words and signs such as own name and advertising logos. *Knows information can be relayed in the form of print. *Knows that print carries meaning and, in English, is read from left to right and top to bottom. *Continues a rhyming string. *Hears and says the initial sound in words. *Can segment the sounds in simple words and blend them together and knows which letters represent some of them *Links sounds to letters, naming and sounding the letters of the alphabet. *Begins to read words and simple sentences. *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. *Enjoys an increasing range of books. *Knows that information can be retrieved from books and computers. *Children read and understand simple sentences. *They use phonic knowledge to decode regular words and read them aloud accurately. *They read some common irregular words. *They demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> *Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. *Recites some number names in sequence. *Creates and experiments with symbols and marks representing ideas of number. *Begins to make comparisons between quantities. *Uses some language of quantities, such as 'more' and 'a lot'. *Knows that a group of things changes in quantity when everything is added or taken away. *Notices simple shapes and patterns in pictures. *Beginning to categorise objects according to properties such as shape or size. *Begins to use the language of size. *Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. *Anticipates specific time-based events such as mealtimes or home time. *Uses some number names and number language spontaneously. *Uses some number names accurately in play. *Shows interest in shapes in the environment. *Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. *Recognise some numerals of personal significance. *Recognises numerals 1 to 5. *Can describe their relative position such as 'behind' or 'next to'. *Children count reliably with numbers from one 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. *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. 	<ul style="list-style-type: none"> *Beginning to have their own friends. *Learns that they have similarities and differences that connect them to, and distinguish them from, others. *Enjoys playing with small-world models such as a farm, a garage or a train track. *Seeks to acquire basic skills in turning on and operating some ICT equipment. *Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. *Remembers and talks about significant events in their own experience. *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. *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, or real objects such as 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 *Enjoys joining in with family customs and routines. *Enjoys joining in with family customs and routines. *Completes a simple program on a computer. *Uses ICT hardware to interact with age-appropriate computer software. *Children talk about past and present events in their own lives and in the lives of family members. *They know about similarities and differences between themselves and others, and among families, communities and traditions. *Children recognise that a range of technology is used in places such as homes and schools. *They select and use technology for particular purposes. 	<ul style="list-style-type: none"> *Joins in singing favourite songs. *Shows an interest in the way musical instruments sounds. *Beginning to use representation to communicate, e.g. drawing a line and saying that's me'. *Sings a few familiar songs. *Beginning to move rhythmically. *Imitates movement in response to music. *Taps out simple repeated rhythms. *Explores and learns how sounds can be changed. *Sings to self and makes up simple songs. *Makes up rhythms. *Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. *Explores the different sounds of instruments *Introduces a storyline or narrative into their play. *Plays alongside other children who are engaged in the same theme. *Plays cooperatively as part of a group to develop and act out a narrative. *Children sing songs, make music and dance, and experiment with ways of changing them *They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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Permanent Resources	Possible Experiences	Adult's Role & Links to EYFS	
<p>Audio books Computer, mouse and keyboard Internet access (good websites kept on Favourites) Range of software Roamers, Bee-bots, Programmable toys Telephone, Mobile, headphone CD Player and headphones CD's Digital cameras</p>	<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. 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. Gain an awareness of space Combine a range of movements</p>	<p><u>Unique Child</u> Reading stories about everyday events help children to keep themselves safe. Encourage, listen & respond to children's communications. Value each child's contribution. Follow individual interests. Be aware of print, signs & symbols from different cultures. Give children time to think about stories and reflect upon them. Making choices. Encourage, listen & respond to children's communications. Value each child's contribution. Follow individual interests. Ensure all children have the opportunity to access ICT. Give children time to think and reflect. Provide choices in ICT. Allow children to take safe risks when using ICT. Support children to use ICT independently.</p>	<p><u>Positive Relationships</u> Motivate children to concentrate and persevere. Support children Model active listening Play alongside & with children. Promote the value of every child's contribution. Use photographs & examples of ICT to share with parents. Motivate children to concentrate and persevere. Model how children can use ICT. Talk to children about what they can do with ICT. Value each child's efforts and contributions. Support and motivate. Listen and observe. Value the time and opportunities it offers with the children. Show interest.</p>
		<p><u>Enabling Environments</u> Observe how they express feelings when discussing and re-telling stories. Emphasise with children and support their emotions. Encourage children to contribute to keeping tidy. Support children to use ICT in the community. Encourage collaborative working. Observe</p> <ul style="list-style-type: none"> • Motor co-ordination & skill development. • Imaginative talk while using ICT. • Use of ICT in different contexts across provision. • How children coordinate actions when using ICT. • Observe to find out children's interests and needs. Analyse observations and work to meet the children's needs <p>Offer a range of resources to enable a wide variety of experiences Allow time to become actively involved</p>	<p><u>Learning and Development</u> Show genuine interest, clarify ideas, offer encouragement and ask open questions. Help children make connections in their learning and extend their thinking. Keep children's interest by allowing them to develop some independence and make choices. Opportunities to learn through experience Use of variety of ICT Discuss uses of ICT and model the uses of ICT Encourage purposeful use of ICT in play Demonstrate fine motor control Decision making and choice Opportunities to experience the use of ICT first hand Encourage repetition and instil confidence Encourage understanding/awareness of pitch and tone. Support children to learn through music and associated movement. Offer a wide range of experiences. Discuss what children are doing/intending to do. Introduce and repeat songs and rhymes</p>