*Computing in EYFS*

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document shows the statements from the 2020 Development Matters which are prerequisite skills for art within the national curriculum. The table below outlines the most relevant statements taken from the Development Matters age ranges for Three and Four-Year-Olds (Nursery) 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
* Understanding the World
* Expressive Arts and Design

|  |  |  |  |
| --- | --- | --- | --- |
| Computing | | | |
| Three and Four-Year-Olds | Personal, Social and Emotional Development | | * Increasingly follow rules, understanding why they are important. |
| Physical Development | | * Match their developing physical skills to tasks and activities in the setting. |
| Understanding the World | | * Explore how things work. |
| Reception | Personal, Social and Emotional Development | | * Show resilience and perseverance in the face of a challenge. |
| Physical Development | | * Develop their small motor skills so that they can use a range of   tools competently, safely and confidently.   * Know and talk about the different factors that support their overall health and wellbeing:   -sensible amounts of ‘screen time’. |
| 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. |

NB: The new statutory framework does not have an independent Early Learning Goal as in previous years.