

## How is ICT taught in Reception?

Technology is no longer a standalone area of learning within the Early Years Curriculum and does not have an 'Early Learning Goal'. Therefore, there is no requirement to formally assess children's ICT skills at the end of the Reception Year.

However, the Educational Programme for 'Understanding the World' states that in order for children to make sense of the World around them they need to be provided with a range of technological experiences. As well as building important knowledge these experiences extend children's familiarity with words that will support understanding across all domains.

In Reception, we provide lots of opportunities for children to experience and use as many types of technology as possible. For example...

- ✚ We have many areas of learning throughout the two classrooms and outdoors. This is called our continuous provision and children have free access to these areas resources during Busy Learning Time (80% of the school day). The children are encouraged to use these areas independently. ICT resources are often added to these areas to motivate and enhance children's learning. For example, adding metal detectors in the sensory tray, adding headphones in the story corner, adding cameras or magnifiers to the investigating area etc...
- ✚ We also use talking pegs, which we call our 'Chirpy / Doddy Challenges'. We use these to inform children of tasks we would like them to complete during busy learning.
- ✚ The children always have access to the class SMART Board during busy learning time. They can use this to play educational games such as Maths City and to create art work on programmes such as 2 Simple. The children use a 10-minute timer so that it can be shared without the need for constant adult intervention.
- ✚ Although ICT is included within our Busy Learning on a daily basis we also have ICT focus weeks; when our weekly topic is based upon this specific area of learning. This allows staff to make more detailed observations and assessments.
- ✚ During these focus weeks we included lots of focused ICT skills in our 'Team Learning Time' (small group work).
- ✚ We often use the Knowsley City Learning Centres planning for ideas of busy learning / small team work computing activities.
- ✚ Teachers assess children's technological abilities during busy learning time and during Team Learning activities. These assessments are added to children's online

learning journeys (Tapestry). If adults observe any specific difficulties support is provided to children as they play and explore.

- ✚ During the last term (when children have adequate fine skills, listening skills and are able to follow instructions in larger groups) we use the Computer suite.
- ✚ We often include the use of ICT during whole class teaching. For example, we use the visualiser on a daily basis to teach phonics but also use it when exploring minibests. When teaching a science lesson, we may use the oven to explore melting, or the freezer to explore ice etc... We also talk about the use of ICT during cooking lessons. For example, when making soup (exploring what happens to the vegetables when we use the blender). We also talk about the use of the internet when researching topics together.
- ✚ Show and Tell: parents are encouraged to take photos / send video clips of their child's homework and achievements so we can share these on the SMART board during snack time.
- ✚ We encourage parents to add observations of their children using technology at home, on Tapestry. Teachers then add relevant technology assessments.
- ✚ We teach children in Reception that when using computers / phones / iPads etc... that if they see anything that makes them feel uncomfortable or scared that they must turn the device off and let an adult know and that they can do the same if this happens at home.