



Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times - Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them	- Seeks to acquire basic skills in turning on and operating some digital equipment - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car - Plays with water to investigate “low technology” such as washing and cleaning - Uses pipes, funnels and other tools to carry/ transport water from one place to another	- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - 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 digital devices and the internet - Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet
Adult Interactions - Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. - Talk about the effect of children’s actions, as they investigate what things can do. - Support children in exploring the control technology of toys, e.g. toy electronic keyboard. - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car - Plays with water to investigate “low technology” such as washing and cleaning - Uses pipes, funnels and other tools to carry/ transport water from one place to another - Talk about digital and other electric equipment, what it does, what they can do with it and how to use it safely. - Talk to children about “low technologies” such as washing and drying, transporting water and using water to make things “work”.		Environment - Have available robust resources with knobs, flaps, keys or shutters. - Incorporate technology resources that children recognise into their play, such as a camera. - Provide safe equipment to play with, such as torches and walkie-talkies. - Let children use machines like the photocopier to copy their own pictures. - Provide a range of materials for children to “stain” and have a go at washing, rinsing and drying outside in the sunshine. - Provide a range of pipes, funnels, containers, water wheels and water for children to play with.

Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer) No ELG
- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - 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 digital devices and the internet - Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet	- Completes a simple program on electronic devices - Uses ICT hardware to interact with age appropriate computer software - Can create content such as a video recording, stories, and/or draw a picture on screen - Develops digital literacy skills by being able to access, understand and interact with a range of technologies - Can use the internet with adult supervision to find and retrieve information of interest to them	<i>Birth to Five Matters: Children require access to a range of technologies, both digital and non-digital in their early lives.</i> <i>Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.</i>
Adult Interactions - Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. - Draw young children's attention to pieces of digital apparatus they see or that they use with adult supervision. - Talk to children about their uses of technologies at home and in other environments to begin to understand what they already know about and can do with different technologies. - Ask open-ended questions and have conversations about children's interest in technological toys to enable children to learn about different technologies. - Support children to be curious in grappling with cause and effect, e.g. learning that pulling a string may make a puppet arm lift. - Encourage children to speculate on the reasons why things happen or how things work. - In conversation, highlight technology in aspects of nature, e.g. encouraging models of birds showing purposes and functions of wing feathers, body feathers, beaks, feet reflecting differences of different kinds of birds. - Support children to coordinate actions to use technology, for example, call a telephone number or create a video recording. - Teach and encourage children to click on different icons to cause things to happen in a computer program. - Talk to children about their actions, and support children to understand different purposes of different technologies. - Retrieve content and use to facilitate discussions, allowing children to recall trips/ past events to enable them to connect to their wider community.		Environment When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back. - When in the community and on trips to places such as the park, encourage children to take photographs and use mobile apps of things that interest them, ready to revisit later. - Provide a range of materials that enable children to explore cause and effect. Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits. - Provide a range of programmable toys for children to play with, as well as equipment involving ICT, such as computers, touchscreen devices and internet-connected toys.