





# Understanding the world: Technology

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>Birth - 11 months</p>	<p><i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</i> See <i>Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i></p>	<p>See <i>Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i></p>	<p>See <i>Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i></p>
 <p>8-20 months</p>	<p>• 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 beginning to learn to operate them.</p>	<p>• 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.</p>	<p>• Have available robust resources with knobs, flaps, keys or shutters. • Incorporate technology resources that children recognise into their play, such as a camera.</p>
 <p>16-26 months</p>	<p>• 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.</p>	<p>• Support children in exploring the control technology of toys, e.g. toy electronic keyboard. • Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.</p>	<p>• Provide safe equipment to play with, such as torches, transistor radios or karaoke machines. • Let children use machines like the photocopier to copy their own pictures.</p>
 <p>22-36 months</p>			

# Understanding the world: Technology

## A Unique Child: observing what a child is learning

## Positive Relationships: what adults could do

## Enabling Environments: what adults could provide



30-50 months

- 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

- 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 ICT apparatus they see or that they use with adult supervision.

- 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.



40-60+ months

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

### Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

- Encourage children to speculate on the reasons why things happen or how things work.
- Support children to coordinate actions to use technology, for example, call a telephone number.
- Teach and encourage children to click on different icons to cause things to happen in a computer program.

- 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 and tape recorder.
- Provide a range of programmable toys, as well as equipment involving ICT, such as computers.