

Technology- Reception Curriculum Framework

Purpose

Technology is embedded across the Reception curriculum rather than taught as a discrete subject. It is used purposefully where it enhances learning, communication, creativity or enquiry. Technology is one of many ways to support learning and does not replace rich first-hand experiences, play, talk, exploration or interaction with others.

How Technology Supports the Curriculum

Curriculum Area	How technology may support existing learning	Appropriate Reception experiences
Communication & Language	Communication, listening and sharing experiences.	Talk about photographs or recordings; listen back to recorded speech, stories or rhymes; use images as prompts for discussion, recall and vocabulary.
PSED	Technology may support relationships, routines and safe choices where this arises naturally.	Use photographs to revisit shared experiences; begin to understand that adults help children use technology safely and appropriately.
Physical Development	Technology has a limited supporting role; direct physical experience remains primary.	Follow movement or music from an appropriate digital source; use photographs or recordings to revisit physical experiences where this adds value.
Literacy	Technology may support oral composition, storytelling, reading experiences and purposeful communication.	Listen to stories or rhymes; use photographs to support recounting or storytelling; record children's oral ideas; encounter adults using technology for genuine writing or communication purposes.
Mathematics	Technology may help children record, notice or revisit mathematical ideas where it genuinely adds value.	Photograph patterns, constructions, shapes or mathematical discoveries; use simple technology where it supports counting, pattern or spatial exploration. Manipulatives and first-hand mathematics remain central.
Understanding the World	Technology can support observation, enquiry, recording and finding things out.	Take photographs for a purpose; record change over time; look closely at photographs or images; use appropriate digital resources with an adult to find something out; notice technology used in everyday life.
Expressive Arts & Design	Technology can be one of several tools for creating, recording and communicating ideas.	Take photographs; record sound, music, movement or performance; explore simple digital image or sound creation where appropriate, alongside physical materials and first-hand creative experiences.

Implementation Principles

Purposeful	Technology is selected because it supports a curriculum purpose, not simply because it is available.
Proportionate	Technology is one possible tool. Children continue to learn through books, talk, objects, movement, construction, creative materials, the outdoors and direct experience.
Embedded	Technology supports learning within curriculum areas and provision; it is not taught through separate Reception Technology lessons or Development Points.
Safe and guided	Children use agreed technology with adult guidance, handle equipment appropriately and tell an adult if they see or hear something that worries or confuses them.

The intention is not to ensure that technology appears in every area every day. Adults choose it when it genuinely enhances children's learning and use non-digital approaches when these are more appropriate.