Coding as a Literacy in the Early Learner’s Centre

4-5 years
Our children have gained an understanding that Thomas operates via instructions
The children were asked:
What does this look like?
How do we put it on paper?
How can we show this?
What does it mean?
The detail articulated by the group of children working with Thomas is complex.
They recognise that Thomas is programmed and they have described this as “messages” he receives from the computer.
The children understand the significance of their message and the breakdown of each part.
Max recognised that the line between Thomas and the computer needed to be continuous.
This line tells Thomas how to swim
Abbie developed a very complex series of actions with intricate details. Each box represents a message which then compiles into a sequence.

Singing, cross, sad, happy, hold hands, whirlpool, ELC, play with me, love, talk, say words, ELC
Lily recognizes that to teach Thomas words we need to represent symbols to transfer the message.

Her symbols are a code.
Leila represents a strong message to Thomas from the computer.
She is stating that Thomas is her best friend and the computer is giving this message to Thomas.
Amelie used the symbols of jumping to demonstrate her coding.

She also included some letters and symbols to carry her message from the computer to Thomas.
The numbers represent the program for speed.

The letters show that Thomas is laughing while he is jumping. You will see that Thomas does different sized jumps.
Neko explains that the dots are the batteries that make the robot work.
Neko explains the robot needs a lot of energy to work.
The message says letters like Neko’s name that make Thomas happy.
Olivia has recognised that symbols and letters convey messages from the computer to Thomas.
Olivia demonstrates a straight line between the computer and Thomas.
The dots show the typing on a computer.
Olivia has a complex understanding of coding.

Thomas is calling to his ears.
Michaela has formed a very caring friendship with Thomas.

She has communicated in her coding how Thomas knows how to speak her name.
We believe that our children’s capacity to understand and learn about Thomas
is heightened because of our relationship and connection with him.
We expand and develop children’s understandings through:
• rich and deep problem solving
• reflecting on prior learning
• asking the next series of questions
• carefully selecting the materials to use and
• then supporting children to take risks to mark their paper.
So to many Thomas is just a robot, but to us there is so much more.
We construct our theories as educators together;
learning from the children’s thinking and expanding their language.

Thomas is our connector!