|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Nursery** | **Reception** | **Focussed activities** | **CP** |
| What technology is used for and different purposes | Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, cannavigate touch-capable technology with support | Begin to listdifferent IT in their home | * Computer for watching videos, singing, drawing on, playing interactive games.
* Purple mash – choice of games and painting
* Metronomes to clap the beat
 | * Pretend technology in role play such as laptops, mobiles. Different role plays such as police, fire service, office etc.
* White boards to record themselves
* Using ipads to take photos videos
* Using Ipads/computers for research
* Discussions on the purpose and use IT in the home and outside school.
 |
| How to use a mouse, keyboard and touch screen | Shows an interest in technological toys withknobs or pulleys, real objects such as cameras, andtouchscreen devices such as mobile phones andtablets | Completes a simple program on electronic devices | * Variety of lessons in computer room on how to control a mouse and what the different buttons mean.
* Purple mash mouse control by colouring in different pictures, changing the colour and thickness of brush.
 | * Big white board and ipads for drawing
 |
| How to use technology to create drawings/paintings | Knows that information can be retrieved from digital devices and the internet | Can create content such as a video recording, stories, and/or draw a picture on screen | * Use purple mash / paint to create pictures from different books / topics we have been doing in class.
 | * Big white board and ipads for drawing
 |
| How to basic code and programming | Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound,movements or new images | Develops digital literacy skills by being able to access, understand and interact with a range of technologies | * Links to maths lessons how to programme Beebot. Counting the squares. How to get it to land on a certain square and how to get it around different obstacles.
* Instruction lessons, e.g. how to make a sandwich.
* Programming to compose independent music using the following two websites:
* Music Lab
* https://musiclab.chromeexperiments.com/Song-Maker
* Incredibox https://www.incredibox.com/
 | * Beebots
* Wind up toys
* https://musiclab.chromeexperiments.com/Song-Maker
 |
| How to keep themselves safe whilst using technology.  | Know how to handle equipment safely• Begin to know that they shouldn’t use devices without supervision | Begin to give reasonswhy we need to stay safe online• Can use the internet with adult supervision to find and retrieve information of interest to them | * Internet safety – talk about different technologies, telling adults if you feel unsafe, if something unusual happens.
* Constant reminders about how to stay safe online
 | * Online safety display board
* Conversations about online safety, e.g. games and Youtube
 |

|  |
| --- |
| **Suggested Vocabulary*** Online safety
* Keyboard
* Tablet
* Screen
* Internet
* Program
 |

|  |
| --- |
| **End of FS** |
| **Acquire** | **Apply** |
| What technology is used for and different purposes | To choose the appropriate technology to use for the purpose intendedTo use the technology independently in their play.To select the correct technology for the purpose  |
| How to use a keyboard and touch screen | To use a keyboard to write their own name and label drawingsTo use a touch screen correctly |
| How to use technology to create drawings/paintings | To create a drawing/painting independently using the computer. To create a drawing/painting independently using a touch screen device. |
| How to basic code and programming | To plan the route of a Beebot successfully To know how to programme technology in order to make it move e.g. wind up toy Use basic coding programmes to compose music |
| How to keep themselves safe whilst using technology.  | To know the dangers of technology and what to do if they feel unsafe.  |