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| **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, can  navigate 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 with  knobs or pulleys, real objects such as cameras, and  touchscreen devices such as mobile phones and  tablets | 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](about:blank) * Incredibox [https://www.incredibox.com/](about:blank) | * Beebots * Wind up toys * [https://musiclab.chromeexperiments.com/Song-Maker](about:blank) |
| 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 |

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

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| **End of FS** | |
| **Acquire** | **Apply** |
| What technology is used for and different purposes | To choose the appropriate technology to use for the purpose intended  To 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 drawings  To 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. |