Technology

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.

ICT Development matters and ELG's	**Development Matters Reception:** Personal, Social and Emotional Development: - Show resilience and perseverance in the face of a challenge. - Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' Physical Development: - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Expressive Arts and Design: - Explore, use and refine a variety of artistic effects to express their ideas and feelings. **Early Learning Goals** Personal, Social and Emotional Development: Managing self: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly Expressive Arts and Design: Creating with Materials: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Understanding the World: Past and Present: - Talk about the lives of people around them and their roles in society. - Know some differences and similarities between things in the past and now, drawing on their experiences. People, Culture and Communities: - Describe their immediate environment using knowledge from observation, discussion, texts, maps.					
ICT-	Switched On unit: unit 4: emotions- take photographs of one another showing different emotions -identify a camera and use it to take a photograph Ipads: -can play on a touch screen game	Switched On unit: unit 6: we are djs. Create a class playlist for our christmas party -use the touch screen on the interactive whiteboard Ipads: -can use a painting app and use the paintbrush tools	Switched On unit: unit 1: we have confidence- powerpoint, microphone, tell us about you (link to topic) - record my voice over a picture. -create a simple digital collage. -move and resize images with my fingers or mouse.	Switched On unit: unit 3: we are successful: take photos of your achievements -identify a camera and use it to take a photograph Ipads: can operate the ipad to take a photograph know that technology has changed since my adults were young.	Switched On unit: unit 2: we can take turns: take turns to draw a picture on the IWB -take turns to use simple on-screen activities -creating pictures or patterns by touching the screen or using the mouse. - understand that generally only one person can change things at one time, and to complete their task they have to wait their turn.	Switched On unit: unit 5: we can drive children will take photographs and use these to develop props to enhance the outside area and make riding the wheeled toys more engaging and challenging Ipads: can type letters with increasing confidence. Type own name.

Know how to operate simple equipment and understand their function: : • use a camera to Photograph our Autumn walk and listening walk, • use cd player to play music for our party role play • use microphones for karaoke • balloon inflating machine • battery operated toys • baking bread in the oven Recording sounds- listening walk Identifying sounds game Identify, explore and name technology **around the classroom**: interactive whiteboard, computer, camera, blow driers, light box, tablet, phone Identify, explore and name technology around the home: microwave, oven, kettle, iron, toaster, washing machine, dryer, dishwasher, hair dryer, fridge, freezer, hoover, shower, phones, radio Identify, explore and name technology for on the farm:	Know how to operate simple equipment and understand their function: • torches • light box • kettle/ microwave (hot chocolate) • interactive whiteboard • cd player • camera (winter walk) • reindeer webcam • elf yourself app • battery operated toys • freezer (make ice) explore light sources – light up toys, string battery lights, torches, candles/ battery candles, wind up torches, lanterns, lamp, **Explore technology in the tuff tray:** calculator, mobile/ telephone, keyboard, battery operated toys, torches, microphones Identify, explore and name **technology for space travel:** telescopes, space suits, moon buggies, landers, laser Identify, explore and name technology to **help us to see in the dark** torches, lights, lamps, solar lights,	**Ipads:** Can use a painting app to design an animal can input a simple sequence of commands to control a digital device with support **Beebot /coderpillar:** know how to be safe online: **safer internet day** Know how to operate simple equipment and understand their function: • kettle/ microwave (noodles/ porridge) • stove/ whisker (pancakes) • digital weighing scales • farm webams • battery operated toys Identify, explore and name t**echnology used with animals:** clippers, shearers,	Identify, explore and name **technology used long ago (fairy tale link) for heating, cooking,, washing** Know how to operate simple equipment and understand their function: • camera (photograph spring walk • microwave (chocolate nests) • battery operated toys Identify, explore and name **technology for the garden/ gardening:** solar lights, water hose, hedge trimmer, lawn mower, grass trimmer, water butt	Know how to operate simple equipment and understand their function: • telescopes(search for the moon) • hairdryer (blowing down houses) • battery operated toys **ipads:** can operate the ipad to make a video Identify, explore and name **technology used to build houses:** cement mixer, sander, excavator, steam roller, bulldozer, loader, dump truck, power drill, Identify, explore and name **technology used with food and in cooking:** electronic whisker, smoothie maker, microwave, oven, fridge, freezer, Identify, explore and name **technology used by people who help us in school:** photocopier, laminator, paper cutter, paper shredder, printer, power tools, telephones, intercom, door sensors Identify, explore and name **technology used by people who help us in the community:** police radios,	Know how to operate simple equipment and understand their function: • blender/ smoothie maker (smooties) • beebots • google earth • webcams of local places • compasses • stop watches and times (sports week) • remote control cars • battery operated toys • balloon powered lego cars • photocopier • electronic keyboard • printer Identify, explore and name **technology used with transport** speedometer, speed cameras, tyre pump, tyre gaufge, telephones (taxi) radios, car wash, petrol pump, Identify, explore and name **technology used to keep us cool in summer:** fans, air conditioning, freezer, fridge,

	combine harvester, tractor, plough, baler, harrow, seed drill, mower	Identify, explore and name **technology used to keep us warm in winter; radiators, fireplace, hot water bottle, central heating, thermostat, fan heater,** Identify, explore and name technology used at **Christmas time: light up toys and decorations, Christmas tree lights, disco lights, cd player,**			**emergency vehicles, xray equipment,**	Identify, explore and name **technology used in health and fitness** heartrate monitor, stethoscope, stop watch, timers,

ICT Knowledge and skills	can wait a short amount of time for something I want eg: a computer loading / an App to work.. I know how to complete a familiar task independently with support will try new things. Eg: a computer programme / Beebot. I can select tools and resources that I need to complete a task of my own choosing. use the interactive whiteboard touchscreen to play games, music and Use computers, tablets or ipads to complete homework: Big cat online , school website know how to use an iPad or tablet appropriately. know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer. can select and use technology for particular purposes. can safely use a range of technology for a purpose.
ICT Daily opportunities	Continuous Provision – available throughout the day for both focussed and self-chosen learning A range of technology is available within the classroom and outside in the paddock for the children to access, both independently and with an adult. - Computers – games / activities linked to the topic or maths being covered each week. - Interactive white boards – Phonics Play / Topmarks / Google Earth - iPads - exploring old typewriters / computers / mechanical toys. Electronic books
ICT Vocabulary	Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password,