



	Autumn	Spring	Summer
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.</li> <li>• Provide a range of programmable toys, as well as equipment involving ICT, such as computers.</li> <li>• Choose technologies for a purpose and explain choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and draw with control using a mouse and on an iPad.</li> <li>• Knows that work can be saved or retrieved and works with an adult to do this.</li> <li>• Can make suggestions about what to search for online.</li> <li>• Understands what information is that might be recorded eg written words, photographs, video.</li> <li>• Asks permission before taking another person's photograph</li> <li>• Knows it is fine to say no as well as yes to someone taking their photograph (adults to model this)</li> </ul>	<ul style="list-style-type: none"> <li>• Programme a toy to move accurately and if it doesn't work, explain what to do next.</li> <li>• Understand that some actions are programmed and will always stay the same and others are random. (a game with a sand timer as opposed to Buckaroo which is about the pressure of the load)</li> <li>• Can explain how they think something technological works.</li> <li>• Can explain how things use technology in their house</li> <li>• Uses technology to support a range of learning such as timing activities, taking a series of photos to record learning.</li> </ul>

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Nursery	<ul style="list-style-type: none"> <li>When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.</li> <li>Can explore light box.</li> <li>Explore how machines work having taken them apart – old dvd player, telephone.</li> <li>Play games and know that there is a time limit such as Buckaroo or Pop up Pirate</li> </ul>	<p>Can scan items at the self-service till in shops</p> <ul style="list-style-type: none"> <li>Can describe how to operate the washing machine or microwave at nursery</li> <li>Can identify things in their house that use technology to work</li> <li>Knows which electrical items are safe to touch and not.</li> <li>Uses items of technology in role play.</li> <li>Let children use machines like the photocopier to copy their own pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Practise swiping with a squeegee on a window to develop control similar to screen swiping, mouse movement.</li> <li>Know that you can find out information on the internet.</li> <li>Provide keyboards to explore.</li> <li>Programme a toy understanding that this makes it do something</li> </ul>

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2 Yr old.	<ul style="list-style-type: none"> <li>Explores how to operate equipment such as torches, cash registers, remote control for the television or karaoke machines.</li> <li>Interested in operating everyday equipment such as dimmer switches, door fobs, dvd player.</li> <li>Interested in adults operating equipment in everyday life, till in a shop, scanner on barcodes from delivery person.</li> </ul>	<ul style="list-style-type: none"> <li>Has curiosity in how to operate equipment (DVD player, microwave.</li> <li>Investigates toys with buttons and switches that make different noises</li> <li>Explores books that have flaps, make sounds, have moving parts.</li> </ul>	<ul style="list-style-type: none"> <li>Interact with a screen with emojis, icons, where to click/tap.</li> <li>Accept that some screens do not interact.</li> <li>Know that pictures/ video/words can be moved or sent to someone else</li> <li>Shows interest in information onto a screen such as drawing and making their own images.</li> </ul>