

EYFS provision is based on children exploring the variety of IT equipment in school and being given the opportunity to use it independently in their own time. The sessions below are taught discretely to familiarise the children with the equipment, with coding sessions on BeeBots, coding mice and Scratch Jr to introduce and reinforce algorithms, directional terminology and following instructions. Computational Thinking objectives (such as Tinkering, Creating, Collaboration, Persevering, Logic, Pattern, Abstraction, Algorithms and Decomposition) are introduced and reinforced numerous times over the course of the year, in a range of scenarios.

Toucans Class will take part in Project Evolve e-Safety sessions as part of My Monday curriculum.

Term 1 Term 2	Term 3 Term 4	Term 5 Term 6
<p>Children, with an adult, explore the school and environment, looking at technology with control switches, e.g. photocopier, alarms, washing machines, television sets. Identify features that make them 'technology'.</p> <p>Have a variety of different types of computers and components and labels for each part, e.g. laptop, desktop, monitor, keyboard, mouse, mobile phone, tablet/iPad, calculator, digital camera, headphones. Ask children to label the different components and take the children about the different pieces of technology.</p> <p>Children to follow two or three simple instructions to create a monster. Could be completed on a computer, using paint software or https://www.j2e.com/jit5#paint</p> <p>Begin to expose children to control toys, such as Beebots, in role play areas or free play. Give simple instructions to a Bee-bot, (e.g. to travel to different numbers on a numberline). Session on directional vocabulary will need to be given, possibly as a standalone.</p>	<p>BBC Bitesize online website and game. 'Scrapyard challenge' asks pupils to recognise if an item is a part of a computer or not. https://www.bbc.co.uk/bitesize/articles/zc4x6sg#zxfdwmn</p> <p>Coding using coding mice. Generating a sequence to achieve a goal.</p> <p>Provide children with keyboards to practise typing skill.</p> <p>BBC Dancemat website for more able or leading into KS1 classroom. 12 stages over 4 levels. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</p> <p>Discuss the difference between a photo and video and talk about the different devices that both a photo and video can be taken on. Children can use the different technology to take photos and videos of different objects or activities for their work. Try and let the children choose which device to use and explain why they chose it, e.g. digital camera, tablet, laptop, camcorder, mobile phone, etc.</p>	<p>Coding using Scratch Jr. Identify similarities with BeeBots and coding mice. Use previous experience on Paint app to draw backgrounds and sprites.</p> <p>Provide the children with recording devices in free play/role play areas.</p> <p>Children could use the iPad app Chatterpix to record themselves adding speech to characters, pictures or objects.</p> <p>Provide the children with mice in free play/role play areas: https://mouse-practice.com/games/</p>