

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	Following rules & understanding why they are important	<p>Use passwords to access devices</p> <p>Talk about the images on a website and who they belong to</p> <p>Use play technology (e.g. toy mobile phones) to role play speaking nicely to one another</p>	<p>Discuss how technology is used at home and in school</p> <p>Understand that the internet can be used to play and learn</p> <p>Recognise purposes for using technology at home and in school (e.g. TV for watching movies; interactive whiteboard for showing work in school)</p>	<p>Explore how things work</p> <p>Children to use recording devices to say something about themselves or express their ideas</p> <p>Listen to stories, music, watch animations using digital devices</p> <p>Ask the children to choose a website appropriate for an activity</p> <p>Ask the children to match images to a sound</p> <p>Supervise the children choosing appropriate images for a specific purpose (e.g. images of trains)</p>	<p>Provide opportunities for children to use a range of devices such as cameras, mobile devices and audio recording devices.</p> <p>Can use a camera, sound recorder or mobile device, or iPad to collect photographs and/or sound</p>	<p>Explore Imaginative and creative play with technology</p> <p>Provide opportunities for children to explore a range of computer applications, e.g. drawing apps, age-appropriate games.</p> <p>Play with imaginary technologies in role-play</p>
R e c e p t i o n	Online Safety & understanding sensible amounts of screen time	<p>Ask the children what they know about themselves – e.g. names and where they live</p> <p>Tell and discuss stories with morals and stranger danger</p> <p>Discussion on how & why we use passwords</p>	<p>Understanding programming & debugging.</p> <p>Ask the children to 'program' each other to find hidden objects (programming)</p> <p>Play Simon Says (algorithms/debugging)</p>	<p>Show resilience and perseverance in the face of a challenge (Algorithms)</p> <p>Ask the children to come up with a set of instructions (pictures of arrows) to navigate a partner around a simple obstacle course in PE (algorithms)</p>	<p>Be confident to try new activities & show independence, resilience & perseverance in the face of challenge.</p> <p>Take a simple 'problem' and split it into smaller steps e.g- to dress a teddy (computational thinking - decomposition)</p> <p>Explore playing with programmable toys (e.g. Bee bots, remote controlled cars etc.) (programming)</p>	<p>Safely use a range of small tools and techniques</p> <p>Encourage children to operate devices and equipment in school, sometimes with adult support</p> <p>Tour the school photographing the various ICT equipment</p> <p>Encourage children to speculate about why things happen or how things work</p> <p>Model how to and support the saving and retrieval of children's work</p>