Class 1 EYFS Long Term Overview – Technology

Technology can play a role in supporting early communication, language and literacy. It can offer new learning opportunities, through ebooks, apps, and even video calling. In the same way that ‘mark-making’ is a natural prelude to writing, playful use of technology is a natural prelude to more purposeful and directed uses of technology. Young children need, therefore, to be given opportunities to use technology within their play prior to using it more formally. Whilst children are developing their understanding of these technologies, practitioners should be drawing their attention to the technology that’s being used in the world around them, from mobile phones to pedestrian crossings. Practitioners should also provide a positive role model by showing children that adults use technology for their own purposes and by talking to the children about the value they place on this use. In this way children will see technology used for real purposes and will develop the understanding that technologies are tools to be used when they’re needed and that they’re not used just for the sake of it. They will develop a positive disposition towards technology and a motivation to use it both now and in the future.

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| Term | Curriculum Content | Powerful Knowledge/Skills | Resources | Vocabulary |
| Autumn 1RECEPTION I’m special, I’m me! | E Safety – Privacy and security | I Know that there are rules at home and school to keep safe on devices.To know the importance of computer privacy and security. | InternetLaptopiPad | InternetSafeRulesPersonalTrust  |
| Coding – Sequencing Skills  | To experiment with programming a Bee-botTo explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. | Beebot | SequenceForwardsLeftRightTurnBeebotPredictInstructions |
| F1 | * Play with the BEEBOT freely during continuous provision; experiment with moving the beebot. Talk about what they can make the beebot do and how they can make it move
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| Autumn 2RECEPTIONTraditional Tales and Celebrations | E-safety – Online bullying  | I know it is important to be kind to others.I know that I should always try to be kind even when I am using a device. | InternetLaptopiPad | InternetSafeRulesDevicesSharingPhotographs  |
| Digital art and design | I can use digital software to explore colours and re-create a style. I can use digital software to move objects on the screen for a purpose.I can make decisions on which digital tools are appropriate for creating different content. | Digital cameraiPadSmall world equipment | Moving objectsScreenDigital tools |
| F1 | * Record short film using tablet/camera (with support)
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| Spring 1RECEPTIONSuperheroes and people who help us | E-safety – Relationships and self image  | I know that I should ask adults for help.I know it is not nice to say unkind things to people an a digital device. | InternetLaptopiPad | InternetSafeRulesDevicesSharingPhotographs  |
| Coding – Sequencing skills, Event handling skills | **Sequencing skills**To use a device to take a photoTo use Chatter pix to make a video. | BeebotCoding caterpillar | DeviceVideoCamera |
| F1 | * Play with the BEEBOT freely during continuous provision; experiment with moving the beebot
* Make the BEEBOT move forwards
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| Spring 2RECEPTIONInto the Woods | E-safety – Well being and lifestyle  | I know adults at home set rules for me and my devices. I know I use devices at home differently to at school:-Watching TV vs Making a Film-Playing a game vs Painting a picture  | InternetLaptopiPad | InternetSafeDevicePhotographsinformation |
| Sound Engineering | I know how sounds can be changed.I can select and use technology for a particular purpose I can represent own ideas through music | ipadCamera | SoundPurpose |
| F1 | * Take a photograph using a tablet/camera
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| Summer 1RECEPTIONTransport and Farming  | E-safety – Digital footprint and reputation | To know why it is good to be kind.To know that we can be kind when we use devices too. | Programme- word/paint Camera/ipad  | WebsitePhotographs  |
| Coding | Knows how to operate simple equipment Give explanations | Talking tins/postcardsipad/tablet | Record VoiceSound |
| F1 | * Record sounds with different resources (eg: talking tins, talking postcards, voice record software).
* Use plastic 'echo' mics to hear voice differently.
* Find ways to change your voice in the environment (shouting down a tunnel, talking in a tube, using tin-can string telephones)
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| Summer 2RECEPTIONAround the World  | E-safety - Creative Credit, Copyright and Quality | To understand that we need to ask permission to use, change or say it’s ours about someone else’s picture model in class. | Programme- word/paint Camera/ipad  | SaveSelfie |
| Video | To use the iPad to make a simple video.To use the record button to record and stop.To know how to hold the iPad correctly. | LaptopIpad | IpadRecordVideo |
| F1 | **Typing and mouse skills*** Play on a touch screen game/board
* Use a keyboard/mouse/trackpad for fun, even in role play pretend computers

**Saving and retrieving*** How to close a program/game
* How to open a game from icon/link

Research* Look at age appropriate websites to support a topic
* Use an electronic book instead of a printed book

**Presenting*** Display children's photographs.
* Talk about film/photo work
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| **Continuous Providing/Enabling Environment**Role-play provides the link between the children’s world and the setting’s environment. It is a vital element in the learning environment, and engages children in play that reflects their lives and gives them opportunities to experience and recreate roles, emotions and relationships. Importantly, it provides children with the opportunity to handle tools, including technological tools, which they see in the world about them. In role-play children can take control of these tools and learn about them and their place in the world without needing to know or learn how to actually work them.**Opportunities to use technology withing the environment;*** Talking postcards/tins
* Ipads/tablets
* Laptops (working and non-working)
* Cameras (working and non-working)
* Mobile phones/walkie talkies
* Beebots/Coding caterpillar
* Interactive whiteboard
* Interactive toys
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