UtW Technology	Nursery Skills	Development Matters 30-50months	Reception Skills	Development Matters 40-60months
		. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers		. Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. **Early Learning Goal** **Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.**
Autumn 1 Environment	To effectively use technological toys with knobs or pulleys	Natural materials Loose parts Transport vehicles	To work simple technological toys e.g. torches	Topic: We've got the Whole World in Our Hands Torches in the environment Fine motor push and pull, turn toys
Activities		Adults to model how to use a simple toy and ask children to copy them, the child attempts independently. Having trainset, road maps, bridges for children to use transport vehicles on. Children to pull and push objects such as trikes, prams. **Key Vocabulary: pull, push, turn**		Children to experiment with torches in the environment linked to light/dark and seasons Adults talking and modelling to show that toys need batteries or to understand how to charge toys. **Key Vocabulary: charge, torch, battery**
What you will see		Children accessing a range of fine and gross motor toys to develop their muscle strength.		Children accessing a range of technological toys

Autumn 2 Environment	To be able to make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	Toys that make sounds when pressed Cars, vans, lorry's in a range of sizes Talking tins and talking boxes Light boxes	To be able to use a mouse on the classroom computer To attempt to select a simple program on the computer	Topic: Let's Celebrate Mouse with white sticker to support children to know which button to click. Computer area set up. Computer sheet register to allow all children to have a turn. Sand timer to support turn taking.
Activities		Adults modelling how to press or flip toys to make a noise. Children using talking tins to record their own voice or sounds and play it back to themselves. **Key Vocabulary: press, lift, move**		Adults to mode how to use the mouse and children to firstly get used to the feeling of holding the mouse and clicking with the computer turned off. Children experiment clicking on different games using the mouse. Children attempting to complete a simple game where they have to move objects around. **Key Vocabulary: mouse, click, computer, keyboard**
What you will see		Children engaged using technological toys such as talking tins and exploring reflective objects on the light boxes.		Children sharing and using the class computer effectively
Spring 1 Environment	Knows how to operate simple technological equipment e.g. microwave when cooking	Torches Cooking room Role play area	To be able to use variety of resources to take picture of their own work	Topic: A Helping Hand Class camera Ipad Tough cams
Activities		Children to watch adults model how to use the microwave and then attempt to use it themselves. Children to use torches when looking at light and dark and seasons – clocks going forward. Children to investigate how to charge the torches when they are running low on battery. Children playing with real technology object such as telephone, laptops, remote controls in the role play area.		Children who are building using construction, are able to capture their own work by using a camera effectively Adults will model how to use the camera and take the children to the photocopier to print their picture **Key Vocabulary: camera, picture,**

		Key Vocabulary: on, off, torch		
What you will see		Children having access to a range of technology resources and using them appropriately		Children will be taking ownership of their work and feel an accomplishment when capturing a picture and printing it.
Spring 2 Environment	To explore the IWB using touch and then develop to holding a pen	IWB and pen Felt tip pens & paper	To use the IWB by touching with their finger or using the pen with correct grip	Topic: Let it Grow IWB & pen Computer in the classroom
Activities		Adult to model how to use firstly their finger to touch and move object around on the screen effectively. Then children to attempt a pencil grip to use the pen on the IWB. Children will use felt tip pens to mark make in the environment to support their pencil grip when holding the IWB pen. **Key Vocabulary: touch, move, pen,**	To be able to create a picture or complete a phonics game in the IWB	Adults to model how to use the IWB making sure no part of the body is touching the board but their finger. Children to attempt to move objects on the IWB using the pen to get used to the feeling. Children to use 2simple programme, busy things, phonics play. **Key Vocabulary: touch, drag, pen, whiteboard**
What you will see		Children taking turns at using their fingers or the pen and moving objects around the IWB.		Children independently using the class computer effectively and children with adult support are attempting an activity on the IWB.
Summer 1 Environment	To draw a simple picture using technology	IWB Ipad/tablet	To attempt to use a tablet or Ipad to complete a simple game	Topic: Fairy Tales Ipad/tablet Charing unit/leads
Activities		Children to use paint or a simple programme to complete a picture linked to topic e.g. a mini beast on the IWB. Children to attempt to use an Ipad to mark make. **Key Vocabulary: Ipad, touch, finger whiteboard**	To understand how and why we need to charge them To understand the importance of staying safe when using technology e.g. youtube on an ipad	Children to create their own fairy tale or story by using the Ipad to touch type a sentence. Show children where and why we store IPads safely. Show the children videos on how to stay safe when using an iPad or mobile phone at home. **Key Vocabulary: safety, Ipad, charge**

What you will see		Children using the IWB independently and purposefully		Children will be using IPads effectively and safely in the classroom.
Summer 2 Environment	To understand that information can be retrieved from computers	2simple programme Youtube on IWB Ipads/tablets	To be able to use beebots effectively To charge and use stop watches effectively	Topic: Under the Sea Beebots Map roads Construction materials Stop watches
Activities		Adults to model how to use a 2simple programme where children can view short information videos and play games linked to topic. **Key Vocabulary: 2simple,**		Children to create their own treasure maps and use the beebots to find the treasure. Children will use key positional language and attempt to use left, right, up and down. Children will time each other in sports day race by using stop watches. Children will understand how to charge the stop watches effectively. **Key Vocabulary: beebots, stop watch, timer, left, right, up, down**
What you will see		Children using a simple programme on the IWB or tablets independently and effectively.		Children will use technology toys linked to their topic effectively in the classroom.