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| **EYFS** | **Developing ideas and making things happen – Logo and control** | | | | | **Term 2** | |
| **ICT Skills** | | | | **ICT Knowledge and Understanding** | | | |
| * Play with a variety of electronic toys. * Play with old remote controls in role play * Use a remote control to operate devices (TV, robot, toys) * Play with simple toys that respond immediately to a single command * Give simple instructions to another child to navigate them around a course. * Program a simple floor robot (Bee Bot / Roamer) to carry out a short sequence of steps (planning ahead) * Begin to understand cause and effect when controlling toys * Play with equipment that simulates control devices (traffic lights, pelican crossing, scanner devices, cash tills etc. | | | | * Understand that devices respond to commands * Talk about devices in the home that are controlled by commands. * Begin to be aware of and have opportunities to use computer controlled devices in the outside world (pelican crossing, automatic doors, cash point machines supermarket technology ...) | | | |
| **Assessment opportunities** | | | **ICT Outcome** | | | | |
| ▪ Use a variety of programmable toys and explain what they can do.  ▪ Give examples of devices that are controlled by computers in the real world. | | | EYFS: Use programmable toys to support their learning.    L1: Control simple everyday devices to make them produce different outcomes.    L2: Control a device, on and off screen, making predictions about the effect their programming will have. Children can plan ahead. | | | | |
| **Suggested software/ hardware** | | | | | **Vocabulary** | | |
| ▪ Remote control toys and devices  ▪ Beebot  ▪ Mats and obstacles | | ▪ 2 simple  ▪ Digital camera  ▪ Video camera  ▪ CD Player  ▪ Microphone | | | ▪ programmable ▪ record  ▪ instructions  ▪ forwards  ▪ play  ▪ stop | |  |

Miss R. Walden, March 2012 – for more, please follow @stepbystepwego on Twitter