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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 ...)

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| **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