Rockwood Nursery School

Sequence of Learning for Technology

	Intent for Technology *for children to learn and think creatively and use technological tools and toys to solve problems*		

	INTENT	IMPLEMENTATION	IMPACT
Stage One	Explore and investigate toys and books with buttons, flaps, switches, or mechanical devices.	We provide a variety of cause and effect toys for the children to explore, these are modelled by the adult, such as musical instruments, interactive bus and push and pull cars, ball tracks, car ramp racer, pop up toys and interactive bear. Explore jigsaws with latches on and busy boards. Sound jigsaws. Use blocks to build with to encourage thought 'I build it up then push it back down' Explore role play equipment such as kettles and whisks. Staff will support the children's understanding of 'If I do this, then this happens....'	Children respond to adults and copy modelled behaviour realising that if they press buttons on the toys it will make a sound or light up, if they shake a rainmaker or rattle it will make a noise. They build confidence in exploring a variety of cause and effect toys using different ways such as pushing, pulling, rolling and lifting flaps.
Stage Two	Develop a basic skill in operating some mechanical toys.	All of the above and: We encourage children to respond to sound books, by pressing a button to	All of the above and: Build up their early critical thinking.

		make a sound work and lifting the flaps in the books during a story.	
Stage Three	Show an interest in electronic equipment such as CD players, Whiteboard and battery operated toys

With adult modelling, complete a simple game on a tablet, controlling actions on the screen.

Listen to instructions carefully so that they can use equipment safely. | Children investigate and use different ICT devices such as the Interactive board, CD players and tablets, Adults talk about what they can do with it and how to use it safely .
When a child brings a battery operated toy to us that no longer works together we encourage the child to problem solve asking questions such as "why does it not work" "what do we need to do" together we model how to change the batteries, encouraging them to match the + and – charge.
We know how to start and stop a simple video or game on a tablet.
Provide play phones and cameras for role play. | Children will often tell us "it's not working" when asked "why?" the children reply "needs new batteries" or "batteries gone". The children really enjoy helping to change batteries, problem solving when the toys still doesn't work ensuring the + and – are matched correctly.
Children have confidence in operating some ICT equipment, some children have very good skills they enjoy swiping and tapping on the tablet, most children have access to tablets in the home and this reflected in their ability and confidence.
Children show confidence in using role play phone's they carry them around in their pockets and bags, they role play talking to friends and family and have been observed saying "take a selfie" "text me" and phoning for a takeaway or taxi. |
| Stage Four | Operate some electronic equipment

Listen to stories about staying safe when using the internet or mobile phones.

Take photographs using Camera's and Tablets.

To talk about 'cause and effect' ie baking, experiment. | Use the 'home button' to find the menu and select a new game to play.
Use different battery operated toys such as remote controlled cars. Control actions on the interactive board.

Take photographs using cameras and tablets.
Lot of opportunity through baking, using microwaves, oven, mixers, hobs, and weighing scales, talk about what might | Children are confident using the tablets they are able to use the home button and select a game, often linked to something familiar they have played in the home. Most children recognise you tube and can tap on the icon of their character to play the game.
Children enjoy playing number blocks, jigsaws and paint app and most are able to complete with little or no support from the adult. |

	Introduction to basic tool use in Forest School.	happen next and why, encourage children to press buttons and use safely. In forest school using basic tools such as, hammers.	Children enjoy and are confident in taking photos on working cameras and they take great pleasure looking back at them with an adult and will say "send it to Mummy and Daddy". If you're taking photos of them they will say "let me look". All children enjoy baking, they all listen and want to help, they listen carefully to instructions and will remind others of dangers eg not to touch oven, hot. They use descriptive language when talking about what has happened to the mixture once cooked melted or frozen/chilled. Children really enjoy using the hammers and they make a link to home recognising the tool box and tools "Daddy uses one of them". It has been observed that some children who may not always be involved in activities love using tools and will become really involved.
Stage Five	Use devices to record their voices and play the recording to others. Learn to print photographs and photocopy examples of their work.	Adults model how to operate the talking spots and children then take the lead recording songs messages for friends and teachers and play the back, also have green clipboard files that staff can record a task for the children to complete, or the children can record their voices. When the children have taken photos they are encouraged to talk about what their friends or themselves are doing and we offer the opportunity to print it, show	Children enjoy taking the lead as their confidence builds, they enjoy showing friends how to work them, they giggle as the play back their songs and messages, they do this over and over, they take pleasure when they capture the voice of an adult and play it back to them. Children always take pleasure taking photographs, even more so when they print them out and display them on their learning wall.

		them the icon and let them press the buttons, collect from the printer. Show the children that special work can be photocopied to make 2, show them how it works. Tool talks are delivered by Forest School leader on the safe use of each tool.	Children show exceptional concentration and listening skills when using the tools in forest school, they take great pride when they successfully use the peelers, they make links to family peeling potatoes and vegetables at home, also enjoy using loppers and hand drill.
	Tools in Forest School - hand drill, loppers and peelers.		
Stage Six	Become aware that information can be received from computers. Complete a simple programme on a laptop/computer using a mouse. With adult support, find music and pictures online to support their learning Know what to do if something upsets them or they see something they don't like on a computer or mobile device. Tools in Forest School - electric drill and bow saw.	Know that the internet can be used to find information and suggest this as part of their learning. Search on the internet with an adult helping them to spell words. With adult support, find music and pictures online to support their learning. Use tablets to complete games on age appropriate apps independently. Children complete a computer programme called facepaints, the independently design a face and print it out. Computer programmes are also available. The little door stories, traditional stories such as 3 Little Pigs and Jack and the beanstalk with figures and a story board. Children are talked to about keeping safe whilst using laptops, tablets and what to do if they are worries or see anything they don't like or upsets them	Children are always asking questions and wanting to know things, a child was asked how we could find out the answer to his question "ask google" was his answer, the children enjoy searching this up with adults help, we search lots of things from football related to largest animals, the children help to find the letters and press the enter button, they are able to confidently scroll up to the icon they need. Tablets are readily available to use and look things up and the children are always keen to use them. Facepaint is a popular programme. The children design their own face features using the mouse and then use the keyboard to write their name and print it out, most children are able to complete this independently, others may need a little support. Children react with a 'wow' when they see the electric drill. They cannot wait to use it and they are able to follow the safety instruction and drill through their piece of wood.