Understanding the World - Technology

Learning

Children growing up today are surrounded by new technologies. ICT should be embedded in children's everyday experiences. The essence of ICT is that it combines information, communication and technology. Children's basic needs for information and the development of communication skills are key to their success in life. Engagement with ICT achieves the best outcomes when children's encounters with ICT are enhanced by adults. When used across all areas of the Early Years Foundation Stage, it will offer opportunities for children to:

- Work as part of a group, taking turns and co-operating
- Increase their vocabulary through conversations and discussions
- Develop their creativity and imaginative play
- Increase their knowledge and understanding of the world
- Include activities that involve investigation, exploring and solving problems

Within the "Understanding the World" area of learning and development there is a specific technology 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."

Safeguarding

Safety is paramount and all forms of technology should be checked out by adults before being used with children. Ensure your child protection policies cover the use of technology by adults and children within the setting.

Comply with "Inspecting Safeguarding in early years, education and skills settings" which includes:-
Leaders of early year's settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.
Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

Current advice is that children under two should not have any access to screens, children over 2 should have access for less than 30 mins per day.

Location

- Offer indoor and outdoor opportunities.
- NOT ENCLOSED, NOT SCREENED OFF - open access to ensure supervision and monitoring when using technology
- Across the whole environment

Resources

- The beginnings of understanding technology for our youngest children is making sense of objects and how they behave – provide treasure baskets, for example knobs and switches, cause and effect toys
- Wind up toys, wind up radio and wind up torches

- Objects to play with that work in different ways for different purposes, for example, egg whisk, lamp, other household implements, pulleys, and construction kits.
- Provide a range of programmable toys
- When out in your community encourage use of technology. E.g. ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back, cash points.
- Torches, transistor radios or karaoke machines, walkie talkies, talking cans, talking pegs, phones, mobile phones, microphones, Dictaphones, key fobs, projectors
- Photocopiers, microwaves, cookers, light boxes, remote controlled toys, cars, animals ,
- Programmable items such as Bee bots, floor robots
- Microscopes, music mats, key boards
- Cameras, CD Players, tape recorders
- Mechanical toys, drills, robots etc.
- Role play toys such as tills, hair dryers, toy microwave
- Lanterns and fairy lights
- Computers - desk tops, lap tops, iPad, tablets, interactive white boards, printers
- Stop watches, digital clocks
- Sensory and tactile resources in a sensory room
- Interactive books and toys which make sights and sounds at the push of a button. Song books.

Adult Role

- To model use of technology.
- Provide key words to expand vocabulary.
- Talk about the effect of children's actions, as they investigate what things can do.
- Support children in exploring the control of technology toys, e.g. toy electronic keyboard, camera.
- Provide safe equipment to play with, such as torches, transistor radios or karaoke machines.
- Let children use machines like the photocopier to copy their own pictures.
- Have available resources with knobs, flaps, keys or shutters.
- Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.
- When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.
- Provide a range of programmable toys, as well as equipment involving ICT, such as computers.
- Support children to coordinate actions to use technology, for example, call a telephone number.
- Teach and encourage children to click on different icons to cause things to happen in a computer program.
- Teach children to keep themselves safe using technology
- Promote safe use of technology with parents and carers