

# Information and Communications Technology



## EYFS – ICT with links to Sustainable Travel

<p><b>Objectives:</b> Early Learning Goals: ELG 15 <b>Technology</b></p> <p>To recognise that a range of technology is used in places such as homes and schools.</p> <p>To select and use technology for particular purposes</p>	<p><b>Related areas of learning:</b> CL To use the vocabulary of the local environment PD – development of Gross Motor skills through using bicycles and scooters which they may or may not use when coming to school UW – Understanding that rules keep us safe when we are out and about.</p>	<p><b>Key Questions / Vocabulary</b> Journey, Travel, Safe, Notice, Look, Roads, Buildings, Car, Bike, Scooter, Bus, Walk</p> <p>What do you see when you walk, cycle, are driven to school? What do you like/dislike? What do you have to do to keep safe when walking, driving, and cycling?</p>
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<p><b>Oral and Mental</b> What do we know about how to keep safe when out and about? <a href="http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf">http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf</a></p> <p>What devices are there – lights in the car, crossing, road markings and crossings.</p> <p><b>Main Teaching Session (Links to the science lesson)</b></p> <p>Say that today our activities are all about keeping safe. See what messages the children have remembered over the past few weeks.</p> <p>Look at the technological devices available – Roma, Camera, tape recorders, pedometers. How do they work? What is similar – what is different?</p> <p><b>Plenary</b> Revisit at the “think “ poster <a href="http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf">http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf</a> What rules help us to keep safe?</p>	<p><b>Adult led / focussed activities</b></p> <p>With the camera and scooters and bikes, children to take pictures of each other getting on, looking behind them and stopping.</p> <p>Can they describe what they are doing (children who have had scooter and cycle training will know the importance of looking before they start off).</p> <p>Or taking pictures of a specific part of the outdoor vehicles, - saddles, peddles etc. See picture pack for examples.</p>	<p><b>Exploring &amp; Applying</b></p> <p>Cars/trucks – use the voice recorders to capture what the children are doing or to ask and answer questions about the vehicles.</p> <p>Programmable devices – Roma - crate simple directions for it to follow.</p> <p>Computer – using a paint programme, create pictures of vehicles.</p> <p>Pedometers – how many times can you walk around the outdoor area etc.</p> <p>Gross motor - bikes and scooters. – encourage stopping, looking and then proceeding – Adult led – use of camera.</p>	<p><b>Assessment Opportunities</b></p> <p>The children can ask and answer what they are doing using the voice recorder.</p> <p>The children can programme the device to move forwards, backwards, side to side.</p> <p>The children will describe what they are doing and how they are doing it.</p> <p>The children will use the pedometer to count how many steps/laps they have made.</p> <p>The children will use the camera to take pictures in the outdoor space. They will describe what they have taken and how they did it.</p>
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<p><b>Resources:</b> <a href="http://think.direct.gov.uk/education/early-years-and-primary/pupils/under-5s/hear/">http://think.direct.gov.uk/education/early-years-and-primary/pupils/under-5s/hear/</a> Downloadable poster from <a href="http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf">http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf</a> Cars, truck, paper, crayons, paint, Cameras Pedometers Roma Voice recorders Gross motor equipment</p>
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Next Steps: To think about Road Safety messages in PE.