


| Subject | Topic/Key Question | Year Group | Term | Vocabulary |
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| Computing | Exploring Hardware | EYFS | Autumn 1 |  <ul style="list-style-type: none"> • Mouse • Keyboard • Cable • USB • Digital camera • Phone • Photo • Camera • Camera angles |

By the end of this unit children will

- Be able to recognise different types of technology and name these using the correct vocabulary.
- Be able to recognise technology around school and in their home.
- Be able to use a digital camera/iPad to take photo of their work.
- Be able to use a digital camera/iPad to take photos on a walk around school grounds searching for specific things.
- Be able to use a digital camera/iPad to take a photo of themselves.

| Lesson Sequence | Key skill | Teaching Activities (Possible cross curricular opportunities) | Resources/ Enhancements to provision for following week |
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| Lesson 1 | To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary | <p>Set up a tinker tray by placing the disconnected computer hardware and tools on to the tuff tray or flat surface for the children to explore independently.</p> <ol style="list-style-type: none"> 1. Lay out the selection of disconnected computer hardware and the tools. Allow the children to explore the tinker tray independently. 2. Use the question prompts Attached resources) to encourage the children’s exploration. | Tuff tray with old computing resources we have such as a mouse, keyboard, old parts of a laptop or computer (fan, USB, harddrive, cables etc) |
| Lesson 2 | To learn how to explore and tinker with hardware to develop familiarity and | Set up a Tuff tray with a selection of everyday technology to explore: mobile phones, walkie talkies, tablet/iPad, digital camera, digital clock, remote control, electric toothbrush and Tools: screwdrivers, magnifying glasses | mobile phones, walkie talkies, tablet/iPad, digital camera, digital clock, remote control, electric toothbrush screwdrivers, magnifying glasses |

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| | <p>introduce relevant vocabulary</p> <p>To recognise that a range of technology is used in places such as homes and schools</p> | <p>The children independently explore the tinker tray of objects. The children to match the <i>Activity: Everyday technology images</i> to the objects that you have collected, encourage them to comment on which ones they are familiar with.</p> <p>During a carpet session, look again at the photographs and ask the children to:</p> <ul style="list-style-type: none"> • Name each object • Describe what they are used for • Identify where they can be found | |
| Lesson 3 | <p>To learn how to operate a camera and/or iPad and use it to take photographs.</p> | <ol style="list-style-type: none"> 1. Observe the children at play. 2. Choose an appropriate moment to ask them if they would like to record what they are doing by taking a photograph. This could happen for example, when they: <ol style="list-style-type: none"> a. have built a model b. have created a small world scene c. are dressed in fancy dress d. have made a discovery e. have done some writing or other mark making etc. <p>If you have a child-led environment then you may find that the children automatically ask if they can take a picture of their work.</p> 3. Show the child how to use the camera or iPad to take a picture of their work. Allow them the opportunity to do this with guidance and then independently. 4. Ensure that all the children in the setting have this opportunity over the course of the week. 5. You could print out the pictures to make a display or working wall for the children to refer back to. | Digital I pad, digital camera |
| Lesson 4 | <p>To learn how to operate a camera and/or iPad and use it to take photographs.</p> | <ol style="list-style-type: none"> 1. Take the children on a walk around the school grounds, either indoors or outdoors. Before you set off, decide as a group what you are searching for/the purpose of your walk. You could look for: <ol style="list-style-type: none"> a. shapes b. numbers c. signs of the seasons d. colours <p>You might like to choose a different purpose for each group.</p> 2. Before you set off, tell the children that they are going to be taking photographs of their discoveries. Remind them how to use the camera/iPad and talk about the importance of keeping it still. 3. When they spot something on the walk, choose one child to take a photograph. | Digital I pad, digital camera |

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| | | <p>4. Allow each child the opportunity to do this with guidance (if needed) and then independently.</p> <p>5. Display the photographs on the interactive whiteboard (or use the tablet) and show the other children in the class.</p> <p>6. Allow the children from the group to talk about what they found and introduce each photograph.</p> <p>7. Repeat for each group.</p> | |
| Lesson 5 | To learn how to operate a camera and/or iPad and use it to take photographs. | <p>1. Work with one child at a time. Use the iPad or tablet (or digital camera on a timer) and show them how to digitally 'flip' the screen so that they can take a photograph of themselves – a selfie!</p> <p>2. Allow them to take a few and experiment with different facial expressions.</p> <p>3. Look through the gallery and let the child choose their favourite.</p> <p>4. Print this photograph out, ensuring that you leave some white space underneath for the child to write on.</p> <p>5. Ask the child to look at the picture and write something positive about themselves underneath. This could refer to what they look like or their personality. Scribe for any children who are not able to write independently.</p> <p>6. Repeat for each child in the class.</p> <p>7. Collate all the photographs and text to form a class photograph album. Leave this out in your continuous provision for children to come back to and look at.</p> | Digital I pad, digital camera |