

	Year group: Nursery	Area/topic: Role Play - Technological Toys - Adult Led (Autumn 1)
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Physical Development:</p> <ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. <p>Understanding the World:</p> <ul style="list-style-type: none"> • Explore how things work. 	

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will have experience of seeing their grown-ups using some of these technological toys (phones, ovens, microwaves). 	<ul style="list-style-type: none"> • Children will go on to learn how to play and use these toys independently in Autumn 2 before eventually using an iPad 1:1 with an adult. This will then support them in using them more independently in Reception.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • To use technological toys appropriately with an adult's help through Role-Play. • To name different technology found in school and home e.g. Phone, microwave, iPad, TV. 	<ul style="list-style-type: none"> • Adults to model how to use the different technological toys so the children can copy the actions and

Key vocabulary

Adult to model and support children in using these words in Autumn 1.

- Computer
- iPad
- Phone
- Telephone
- Laptop
- TV
- Walkie Talkie
- Microwave
- Oven
- Till (Shop)
- Button

vocabulary in their role play.

- Children to play with different technological toys through role play.
- Children to listen to stories which include characters using technology.
- Children to watch videos of adults using technology to develop a deeper understanding.

Common misconceptions

- Children may have different names for different objects e.g. telephone, phone, mobile, iPhone depending on what they have heard their grown-ups at home calling it.

Books linking to this area

- It's a book - Lane Smith

Memorable first hand experiences

- Children to be provided with opportunities to play and explore with technological toys.

Opportunities for communication

- Adults to model how to talk when using different technological toys e.g. adult to model what they might say when on a phone, adult to model what they might say when using a microwave. This will support the children in being able to use the correct vocabulary when playing with the technological toys.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

Communication and Interaction

- Make sure the children are using the correct equipment for them.
- Consider headphones to support the child to hear.
- Have someone available to read any text that is on the screen.

Cognition and Learning

- Consider adjusting the brightness and colour so they can see the screen more easily.
- Have someone available to read any text that is on the screen.
- Shorter steps given at appropriate time.
- Simpler logins.
- Adult to support with logging in.
- Print out which the different functions and tools on.
- Step by step guide printed out for them to refer to.

Social, Emotional and Mental health

- Timer so they understand when they will need to log off.
- Clear boundaries.
- Online safety instructions made clear.

Sensory and Physical

- Larger text/equipment.
- Print offs instead of screen time.
- Appropriate desk, chair, keyboard and mouse.