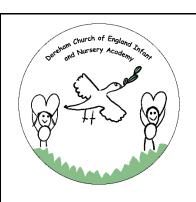
Dereham Church of England Infant and Nursery Academy-Computing





Year group: Nursery

Area/topic: Introduction to Beebots

(Playing) (Summer 2)

(objectives from NC/ELG/Development matters)

Physical Development:

• Match their developing physical skills to tasks and activities in the setting.

Understanding the World:

• Explore how things work.

Prior learning	Future learning
Children would have never experienced using Beebots yet however they have explored how the iPad works. Children will now begin to explore Beebots through play.	 Children will use Beebots throughout their time at our school. They will use Beebots again in Reception where they will begin to use them more accurately. This will be built on again in Year I where they will create algorithms to navigate their Beebot around a map. Finally in Year 2 they will use Beebots to complete challenges.

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
 Children to understand that to get the Beebot to move, they need 	 Children to play and 	
to input the data by pressing the movement buttons.	explore with the	
Children to understand that they need to press the green go button	Beebots to learn what	
to make the robot move.	they do.	

 Children to understand that they must 'clear' the information already stored in the Beebot before they start.

Key vocabulary

- Beebot A bee shaped robot.
- G.
- Forward
- Backward
- Turn

Common misconceptions	Books linking to this area
 Children may think that just pressing the 'go' button will make the Beebot move. 	
Memorable first hand experiences	Opportunities for communication
Children to use Beebots to find out what they do.	 Children will explore the use of Beebots through free flow play where they will be talking freely with adults and peers. Adults can ask them questions about their play to find out more about what they have discovered.

Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

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$(.\alpha mm)$	unicatia	n and	Interaction
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- 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.